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ABSTRACT

Divided into four parts, this document describes a comprehensive career guidance model for postsecondary and adult programs. In part 1, the rationale for extending career guidance and counseling into the lifelong learning perspective is explained, the Georgia Life Career Development Model is described, and the components of a process model for comprehensive career guidance are presented. Part 2 reviews adult career guidance programs in the following settings: adult correctional institutions; agencies; business and industry; and regional- and community-based brokerages. Part 3 reviews career guidance programs in postsecondary institutions. Finally, part 4 presents a comprehensive career guidance program model for adults based on the following propositions: (1) a life career development framework; (2) utilization of a process model; (3) program functions of personnel which can be identified and related to life career development objectives and process responsibilities; (4) postsecondary and adult linkage; (5) an action plan with a cybernetic-systems approach and (6) identification/development of processes and systems that are uniquely beneficial to adult populations. Needs assessment instruments and an inventory of program functions and factors are appended. Related documents (CE 019 693, CE 019 696, and CE 019 699) contain administration manuals for adult and postsecondary career guidance assessment instruments. (BM)

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COMPREHENSIVE CAREER GUIDANCE
POSTSECONDARY & ADULT

Programs and Model

Comprehensive Career Guidance Projects
College of Education
University of Missouri-Columbia

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CE 019 692

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GEORGIA CAREER GUIDANCE PROJECT
ELEMENTARY SCHOOL

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PART I

AN INTRODUCTION

INTRODUCTION

Postsecondary youth and adults need comprehensive career guidance programs to improve their quality of life as part of their life span career development. This group has a right to the understanding, skills and opportunities for personal and social growth as well as for economic efficiency. If comprehensive career guidance programs are to be accountable to life span career development (Guidance Task Force, AVA, 1976), out of school youth and adults deserve equal attention from the professional guidance community. Attention to lifelong learning requires attention to lifelong career guidance.

Lifelong Education

At the outset, lifelong education was scarcely more than a new term applied to a relatively old practice: adult education, primarily evening courses. Gradually the idea was applied to professional training and eventually focused on the multiple aspects of personality--intellectual, emotional, aesthetic, social and political--within an integrated vision of educative activity. Finally and ideally, the concept of lifelong education covers the entire educational process, from the point of view of the individual and of society. To the surprise of some adult educators, lifelong education is first concerned with education of children. However, because children's education often receives attention, its essential mission has become to prepare the future adult for various forms of autonomy and self learning. Thus, lifelong learning means that learning begins with life itself. The family, supported by other institutions and agencies

in the community, should provide a rich learning environment for the child. Parents need help in learning how best to raise their children. A strong program of parent and family education should be a cornerstone of a strong lifelong learning strategy. If every child is given a good early start in life, their options for continued learning will be kept open throughout life. Lifelong learning becomes a "circular conceptualization" - adults being educated to promote lifelong learning attitudes and skills for their children at the same time that they partake of its offerings.

Traditional schooling has emphasized content and is heavily teacher dependent; little attention has been given to development of independent learners, or to self development and life coping skills. By contrast, in a lifelong learning approach, students could move in and out of formal study without stigma. All students would be encouraged to prepare both for employment and further study. Education would encompass a broader range of activities, including work experience, community service, travel, creative work in the arts, and independent study. The developmental as well as intellectual needs of youth would be formally recognized as legitimate concerns.

Basic education must become many-sided, designed not only for children and adolescents but also for adults who may have need of it at any age. Educational programs must instill a taste for self-learning that will last a lifetime. It should awaken the feeling in an individual that he or she belongs to a community and that each person has a creative responsibility towards oneself and others.

The object of post-basic education should be not so much to provide adolescents with access to university as to prepare them for active life, and to keep alive in those who, for the time being, go no further, the hope of undertaking at one time or another some post-secondary education, professional or vocational training at a higher level, whether in school or out of school (Faure, 1972). Those who are in the college preparatory program are often ill-equipped for employment immediately after high school; those who are in occupational programs usually have limited options for postsecondary study. Higher education should be accessible through many different paths and at any age, in many forms, especially with a view to continual self-improvement and development. Likewise, occasional education should be available at all ages to suit each person's momentary or permanent needs.

Education can no longer be defined in relation to a fixed content which has to be assimilated, but must be conceived of in terms of a human process. Again, lifelong education becomes the instrument and expression of a circular relationship comprising all dimensions of the educative act. When this is so, education takes place at all ages of life, in all situations and circumstances of existence. Preconceived ideas about instruction--it is for the young and takes place in schools--has for too long prevented people from conceiving of lifelong education in normal educational terms.

Similarly, education has had the task of preparing youth for stereotyped functions, stable situations, and for a particular trade or given job. It transmitted conventional knowledge, in time-honored categories. This concept is still far too prevalent. The idea of acquiring knowledges and

skills during childhood and adolescence that will be valid for a lifetime is out of date. Traditional education can only attempt to return to the "basics" it has known in the past. The "basics" for lifelong learning are: learning to live, learning to learn, so as to be able to absorb new knowledge all through life; learning to think freely and critically; learning to love the world and make it more human; learning to develop in and through creative work (Faure, 1972).

Adult Counseling and Career Guidance

In every survey of adult needs, adults indicate the need for more and better information and counseling service. Today counseling and comprehensive guidance services are largely available only to those already connected to a school or college. It has only been in the last few years that efforts have been made to reach out to help adults.

A key element in the lifelong learning strategy will be provision of a broad range of counseling services in every community. Developing qualified people to be counselors and making their services conveniently available to people will do as much as any other single step to make lifelong learning a reality. In an increasingly mobile, complex world of work where frequent change in career direction is both voluntary and forced, there is a growing demand for career planning and development services that extend beyond the traditional high school and college years. More than four out of five adults in a national survey cited the lack of vocational guidance as the number one problem with their education, but only 3% of vocational education funds are now spent for guidance and counseling.

Beyond these needs for expanded occupational training and career guidance, adults are faced with problems in their social and political life. The current adult society must contend with a wide range of issues from struggles over economic and ethnic justice to questions of environmental protection, political apathy, and personal alienation. This will require increased public understanding and "civic literacy" for their resolution. Peterson and Hefferlin (1975) believe that in the future, besides communications competence and vocational competence for a career, adults will need greater interpersonal competence (the ability to function effectively in groups), technological competence (an understanding of how things work), political competence (civic understanding and a disposition to participate in self-government at local and other levels), and perhaps most important, competence in learning how to learn (skills in finding, using, and creating learning resources). While access to critical and personally relevant information is an important beginning, comprehensive career development, placement and follow-through programs will eventually be needed. Information centered adult "counseling and career guidance services" will eventually be faced with meeting core needs of all adults in all life stages. The life span roles, settings and events of some sixty adult years is surely confounded with as many problems in living as the earlier twenty years of childhood and adolescence.

Lifelong Guidance and Counseling Provisions for Life Career Development

The current view of lifelong education contends that education takes place at all ages of life, in all situations and circumstances of existence and thus transcends the limits of institutions, programs, and methods of

the past. This lifelong education perspective extends and reforms the traditional adult-continuing education system that was previously directed toward "rudimentary levels or confined to 'cultural' education for a minority"(Faure, 1972). While still encompassing adult-continuing education, the concept of lifelong education covers the entire learning process. A continuance of learning, within and without the formalized educational system, is recognized. At the same time many public school systems are attending to lifelong oriented needs K-12 within a new educational concept called "career development education." The career development perspective has become an organizational framework that allows school systems to deal with current concerns for relevancy, identity, success, individualization, decision making and other personal and societal needs. In addition, Bushnell (1973) points out that the gradual shift from emphasis upon vocational preparation at the secondary school level to "career education" on a continuing basis reflects more than a simple exercise in semantics. It represents a fundamental shift away from the concept of work as means to other ends. Career education, in contrast with vocational education, not only encompasses training for employment but also recognizes the need for adults to update their skills and intellectual abilities in order to satisfy their aspirations and to cope with changing economy. Finding the right job is the crux of the program. Problem-solving skills, communication skills, self-awareness, and well-conceived career strategies are competencies which every worker must possess in addition to those skills that will ensure one's employability. It is in this framework that "career education" has come to represent the need for continuing access to education.

As the career development focus seeks to link the school and the community in a real and human manner, it also faces the lack of articulation of the various segments that is also a constant concern of lifelong education proponents. This articulation concern becomes especially important as both philosophical thrusts attend to complexity, change and personalization. For these reasons most career education program developers are recognizing the importance of expanding and integrating guidance and counseling conceptualizations within their planning. A similar extension of a career guidance and counseling component into the lifelong learning perspective has been lacking. As the lifelong learning and career development perspectives become fused, the reformulation of guidance and counseling missions and responsibilities should become a central concern.

A New Direction for Guidance

During the last three decades, society has witnessed dramatic, ever-increasing changes in organizational structures and instititonal values. Burgeoning technolcgy has accelerated the rate of change to the point where an individual's relationships with other people and things are less and less enduring. Urbanization, population mobility, and emerging groups and movements seeking recognition have produced extensive psychological, sociological and economic disruptions. People express feelings of alienation, loneliness and despair. They are overwhelmed by the complexity of the ever-changing world of work and occupational specialization, and they are participants in a society whose products are either planned for obsolescence or packaged in throw-away containers. The whole society is characterized by impermanence. Note the following:

*Each individual, on an average, will move 14 times in a lifetime. How do people on the move establish roots?

*Work patterns are shifting. It is estimated there are 18 million moonlighters. In a few years about a quarter of the workers will be on night shifts by choice, and the trend is for more flexibility in the work force some time in their lifetime. How can families maintain the quality of their nurturing role?

*Children spend less time at home, although the family still holds financial and moral responsibilities for them. Soon half of all children under six will go to day care or pre-school centers. Equally important, will these centers be planned to help children develop, rather than be "temporary containers for children away from home"? Will children identify with their own families?

*Lifestyles are changing. Among young couples, the divorce rate exceeds 50% and the separation rate is even higher for couples living without traditional marriage. How can individuals be encouraged to develop a sense of identity within each changing environment?

*There are more than 20 million Americans over 65 years of age. In a few years, the retirement age will be close to 55 years. It's estimated that there will be two million older people in institutions by the year 2000. How can homes for senior citizens be improved so they will enjoy living (J.C. Penney FORUM, 1974, p. 24)?

The events and social forces that have affected the dramatic altering and restructuring of society have often disrupted and seriously challenged the institutions that have traditionally served as societal and cultural foundations.

Changing Perspectives of Career Guidance

In the mid and late '60's evidence accumulated that suggested guidance programs and services were in some ways less than adequate. Particularly noticeable was the lack of systematic efforts to meet life career development needs. The heritage of the guidance profession was firmly rooted in the vocational guidance movement which emerged in the early part of this century. The focus of early vocational guidance processes was on providing individuals with assistance in making vocational choices. A counselor met with an individual to help him or her analyze oneself, explore and analyze occupational information, and to make a one-time vocational choice which represented the best fit of the two sets of information. Thus, the emphasis was on a single occupational choice throughout the early years of guidance, a view which served as the foundation and conceptual model for the work of the majority of counselors. As more and more was learned in the areas of labor market information analysis and psychological measurement the model was refined and improved. However, this view of vocational guidance gradually lost its prominence as more recognition was given to the importance of

personality dynamics in vocational choice and adjustment, coupled with a rising interest in psychotherapy and mental health. Also, the profession moved from the static conception of a one-time vocational choice to a more developmental view which emphasized the need for planned interventions throughout a person's life in all areas of development. As the two influences of personality dynamics and developmental concepts merged, counselors began to focus on a person's vocational concenrs and more on personal-social p-oblems and educational planning. However, the acceptance of this view of guidance as serving the needs of clients in three separate areas--vocational, educational, and personal-social--led to fragmentation and over-specialization. Vocational counselors assumed responsibilities for working with the vocational problems; educational counselors focused on educational programs and admissions; mental health-oriented counselors dealt with personal problems, usually of an immediate or crisis nature. As various societal and community pressures shifted so too did the priorities of the guidance staff.

The Life Career Development Perspective

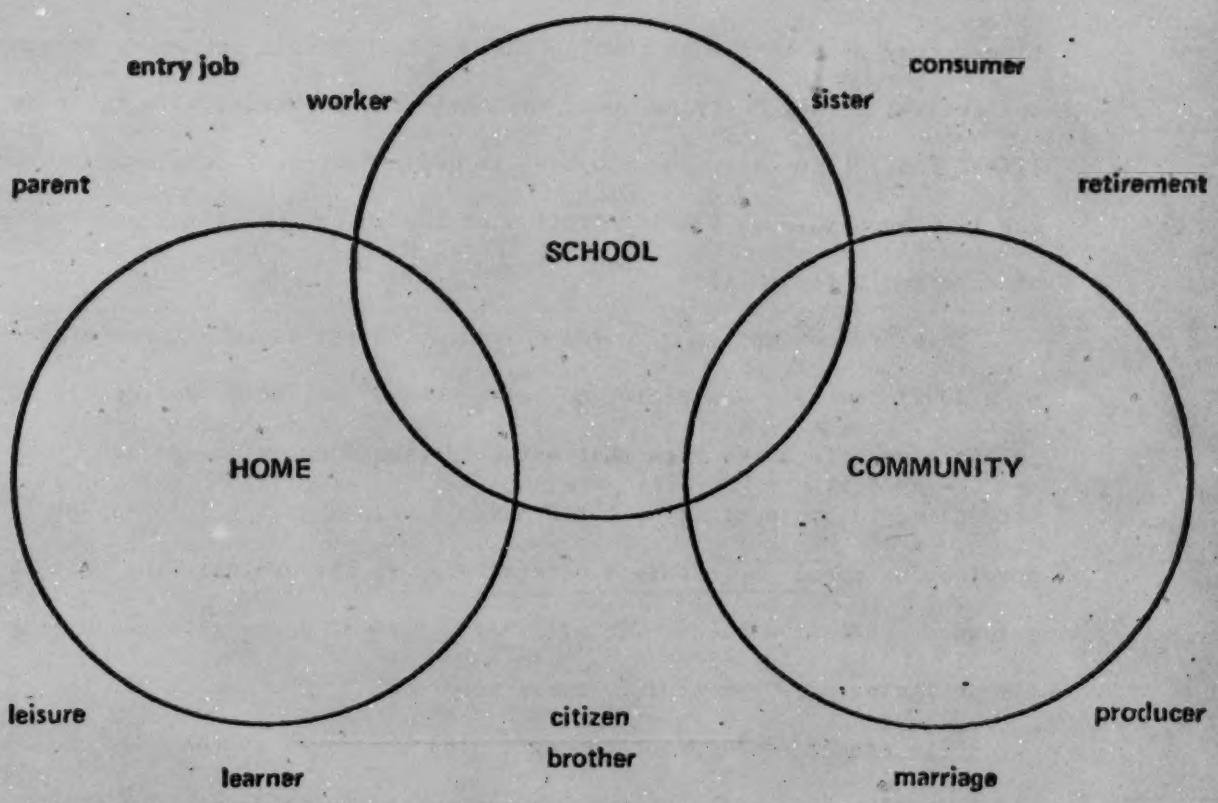
A new developmental perspective of personal needs has emerged to cause the guidance profession to re-evaluate the usefulness of viewing needs as if they exist independent from each other. The new perspective indicated that in a person's total development all needs are interrelated and interdependent.

To represent this broad view of human growth and development, Gysbers and Moore (1973) used the term life career development. The word life indicates that the focus is first and foremost on people, on all aspects of their growth and development over the life span. The word

FIGURE 1

Life Career Development

Settings—Roles—Events



Career Guidance in Georgia, 1976, p. 8.

career identifies and relates the many settings in which people find themselves--home, school, occupation, community; the roles which they play--student, worker, consumer, citizen, parent; and the events which may occur in their lifetime--entry job, marriage, retirement (Figure 1). The word development is used to show that people are continually changing over their lifetime. When used in sequence, the words life career development bring these separate meanings together, but at the same times, they mean more than these words put together in sequence. Taken collectively, they describe whole persons--unique persons with their own lifestyles. Life career development is defined as self development over the life span through the integration of the roles, settings, and events of a person's total life.

This new conception of guidance bases its rationale and processes on a developmental perspective of human needs. A life career development perspective offers the view that unique personal career needs are integrated in the context of total human development. A life career development model represents a natural step in the evolution of the guidance profession because it utilizes a view of needs as a foundation for designing developmental guidance programs.

Life career development concepts also can serve as the body of knowledge from which the content of comprehensive guidance programs can be derived. Life career development is a total environment concept that includes preparation for all phases of an individual's life.

Comprehensive Career Guidance Programs

The concept of life career development offers a new point of departure for improving and extending comprehensive career guidance programs. Career guidance helps the individual understand oneself and relate to

other people. The concept of life career development is not complete if it involves only the academic and environmental components but omits the study of interpersonal and intrapersonal relationships. Career guidance focuses on the life span of individuals. It brings together the past, present and future. Because educating only for today would not give a person a suitable background for one's life, guidance programs must consider lifestyles of the future. A life career development framework allows comprehensive guidance programs to organize learning experiences that are concerned with meeting the personal needs of today and tomorrow.

Comprehensive career guidance is open and continuous education. Counseling and guidance personnel at every level--primary, secondary, postsecondary and beyond--should integrate life skills into the "curriculum" for all students, not just special groups. Career guidance is developmental; therefore, awareness, exploration, and preparation for life, occur throughout the entire formal school program--kindergarten through grade twelve. Life career development does not end at grade twelve, however. Entering the work world in a specialized job, a technical job, or as a professional does not end a person's educational needs. At anytime one chooses, he or she can return to the educational system to improve one's life development. Examples of postsecondary career development may include increasing occupational skills or may focus on leisure activities, daily living skills or interpersonal skills. Because of changing interests, ideals and values, man develops new needs. There are no better opportunities to help an individual explore and develop new skills to meet these new needs than with approaches such as career guidance offers.

Career guidance involves education for planning and decision making. It is exposure to all of life; learning to know oneself--what interests, aptitudes and abilities he or she possesses; learning to understand and identify with other people. The central focus of career guidance is to learn to select attainable goals, challenge oneself, chart procedures and plans, and make decisions along the way to achieving one's goals.

Career guidance is a means of personalizing education, bringing together all that youth and adults should learn in order to live a happy, meaningful, useful and productive life. Education is brought to the individual learner instead of the learners being brought to education. When this is done, education becomes a personal experience rather than just another group activity. The major goal of career guidance is individual comprehension and employment of purposeful action. With career guidance, the education one completes is his or hers alone--it's personalized. The individual is better prepared to make choices.

Using life career development concepts as a base, person-centered goals and objectives can be identified and programs can be identified and programs can be developed and implemented so that career guidance becomes a major educational program. Finally and most importantly, guidance programs based on life career development concepts provide a unified approach to meeting the guidance needs of all people, of all ages, at all educational levels.

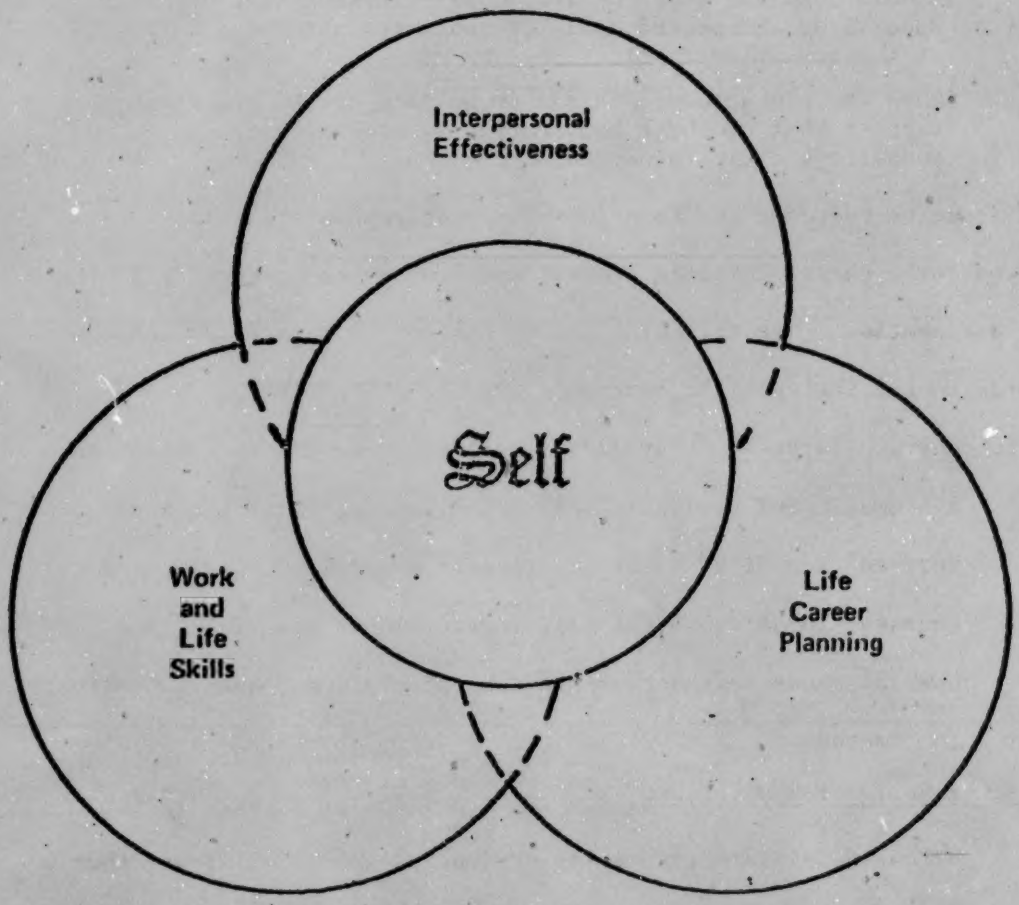
The Life Career Development Model

The life career development model (Figure 2) focuses on self development as effected through three basic interrelated domains--interpersonal effectiveness, work and life skills and life career planning (Dagley and Hartley, 1976). An underlying assumption of the

model is that self development is a function of a person's interaction with others in various life roles, settings and events. The basic domains can accommodate representative and identifiable needs along the life span. The purpose of identifying such domains is to provide a functional focus for the planning of developmental career guidance strategies.

FIGURE 2

Life Career Development Model



20 Career Guidance in Georgia, 1976, p. 10

A Process Model for Comprehensive Career Guidance

A career guidance program that is comprehensive in nature should be responsible for various dimensions of an educational program or helping system. What are the critical dimensions? What should be expected from a career guidance program? As dimensions are explored, it may be helpful to examine another set of fundamental questions.

*Are there knowledges, skills and attitudes needed by all individuals, or groups of individuals, at various stages of development that should be the instructional responsibility of the guidance program?

*Does each individual in our society have the right to use guidance resources and systems in a manner that are sensitive to his or her unique life career development needs?

*Should guidance staff be available to respond to special or unexpected needs of consumers and the staff of the agency or institution.

*Does the educational program or helping system require support that can best be supplied by guidance personnel and their resources?

An affirmative response to these four types of responsibilities implies the need for a career guidance process model whose components reflect the above perspective. The following model consists of four major components directed toward the specific questions.

1. Curriculum Based Strategies impart career guidance content in a systematic and sequential fashion. Instructional goals are derived from life career development domains. Courses, short courses, infusion units, self instructional materials, and special group instruction are some of the means used to deliver the content.

2. Individual Development, Placement and Follow Through systems allow individuals to develop credentials, portfolios or other cumulative data about oneself to use for various career development purposes. Similarly, input data from sectors of the

environment can be directed toward unique personal needs. Accountability to the individual can be achieved by personalized individual follow through activities.

3. On Call/Responsive Services attend to immediate crises concerns and information seeking needs of consumers and staff. A "career guidance center" should be accessible to clientele in search of assistance. The assistance should be in various forms so it can be adapted to a wide variety of purposes.
4. System Support Services are needed regardless of the setting. Guidance personnel and resources often have unique potential in this area. The previously mentioned responsibilities need to be supported. If the career guidance program is part of a larger institution, agency, or system, it will need to be responsive to the larger context.

PART II

ADULT CAREER GUIDANCE PROGRAMS

ADULT CORRECTIONAL INSTITUTIONS

The life career development model has been minimally recognized in correctional education. A few researchers and theorists have developed models. In one instance Ryan (1972) has evolved a comprehensive, systematic planning and implementation model. She notes that, while the stated missions of corrections includes rehabilitation as a major component, there is little to suggest that rehabilitation actually occurs as a result of incarceration. A major reason is that prisons do not address themselves to the life and career development needs of inmates. Life skills such as interpersonal relationships, educational skills, and decision-making skills are clearly lacking in the offender population. Without these skills, ex-convicts have difficulty getting and holding jobs. She further suggests that recidivism is not so much due to the lack of specific job skills, but to the inability of the ex-offender to get an appropriate job and then effectively deal with the pressures and relationships he or she faces in that post-release job and home life.

Ryan's model is designed to provide career education in corrections through an integrated series of programs on five levels:

1. career and self awareness experiences
2. career exploration and orientation
3. development of vocational and avocational skills
4. placement services and training in job seeking techniques
5. personal growth and development

The model would integrate traditional academic and vocational education into a more clarified and cohesive program for inmates. Curricula and course materials would be revised to reflect the career development point of view. The model could also involve the training and education of the prison staff who would be the implementors of the program. There is a further emphasis on involving members of and organizations in the community in planning and implementation of the Life Career Education Model.

Finally, Ryan's model emphasizes the evaluation component. In her systems approach, evaluation consists of looking at inputs, process, outputs and outcomes as measured against goals. Ryan notes that evaluation in correctional education has traditionally been limited to data which was easy to get, but which provided little insight into the true value of correctional programs.

Ryan has taught her systems model of correctional Education and Career Education in corrections to more than 500 people in corrections administration and supervision in adapting the model to individually prescribed programs. The model can be adapted to small as well as large scale operations in correctional systems.

A second model was developed by Clarence Johnson and G. Brian Jones of the American Institutes for Research in Palo Alto, California. Johnson and Jones (1975) conceived a prototype Life Career Planning and Development Center for Rehabilitation Institutions. The model is aimed primarily at youthful offenders, under age 21, but could very appropriately be applied to a middle adult population. The model focuses on the develop-

ment of marketable skills which would be consistent with an inmate's career and life goals. Sequential program development includes orientation to career and life development, needs assessment, testing and counseling, institutional program planning to meet life career goals, program activities to implement plans, through behavioral objectives, and a comprehensive follow-up of the participants in the program.

Needs assessment in corrections is done primarily with the use of demographic data gathered at the time an inmate enters the correctional institution. Data such as educational level, intelligence level, work history, vocational training, and court record are cited by correctional administrators to plan educational programs. An estimated 85% of state inmates are school dropouts. The average educational level of inmates nation-wide is near the 6th grade. Nearly 40% lack work experience. The tested intelligence level for an incarcerated population is about the same as that for the general population. These data and others point to the importance of developing comprehensive academic and vocational education programs.

In addition, correctional experts would add a number of more subject descriptors of the prison population. Ryan provides such a litany of inmate deficiencies:

> The men and women making up the nation's offender population manifest distorted value systems. Their values are not consonant with the values of a work-oriented society. They have not been able to integrate work values into their lives. They are insecure, have a low self image, and lack self discipline. Because of their deficiencies in decision making, communication, occupational and social relationship skills, they are denied the full opportunity for progression on a career ladder. They are unable to achieve satisfying and productive participation in civic and community affairs, relating to the world of work. The majority of offenders are not fully aware of the opportunities in the world of work. They are not aware of their own capabilities and potential for achieving personal satisfaction and contributing to the social well being. They have little opportunity to explore the opportunities in the world of work. They lack the skills necessary for successful employment. They are not familiar with job seeking techniques. They have had little experience in the world of work. They lack preparation for continuing career development (Ryan, T.A. (ed.), Career Education in Corrections, Education Research and Development Center, University of Hawaii, Honolulu, 1972).

Corrections is a unique setting from which to focus on the needs of a middle adult population. In the first place, if middle aged adults are in a correctional setting at the time of their lives, the chances are that they are repeat offenders, possibly great security risks. It is also possible that the crimes committed were of such a serious nature as to require incarceration, even if a first offense--as in the case of some crimes of personal violence or crimes which garner a great deal of public comment as with "Watergate." Further, there are a great many restrictions placed upon people who operate programs within institutions. The safety of inmates and the public must take priority. Consequently, prison administrators, as a group, are hesitant to experiment with new programs, however much the programs might facilitate rehabilitation, if they will some-

how disrupt the smooth functioning of the institution. And those programs which do get a chance in prisons are implemented under less than ideal conditions.

Curriculum Based Strategies. The most common curriculum based strategies in correctional life career development are those traditionally associated with vocational education. The curricula are oriented primarily around specific skill areas, taught for specific blocks of time, with the goal of providing the inmate with a saleable skill upon release. Usually, the "hands on" experience predominates, with theoretical knowledge being taught rarely, if at all. In a few programs, most notably those in the California Department of Corrections, academic instructors are housed in the vocational school. A special, coordinated effort is made to relate vocational to academic learning.

Correctional vocational programs and what are sometimes called "on-the-job" training placements in prison industries, are almost exclusively concerned with teaching an inmate a manual skill. While there are many such programs across the country, in any given state there are a relatively few skill programs which may be taught. Further, there is little emphasis on other important aspects of life career development such as interpersonal skills, placement and follow-up.

Individual inmate's needs are considered insofar as they can be accommodated within the security and program limitations of the institution. There is little opportunity for inmates to explore personal interests, aptitudes, and abilities in preparation for placement in a training or work program. Inmates are often given a list of possible choices which

are based on institutional considerations, such as space available. Inmates are asked to decide which of these limited choices would be best for time. However, inmates have generally little information about these programs, little knowledge of the occupational role they want to pursue, and even less knowledge of the career possibilities open to them. Clearly, then, there is a great need for programs which would allow inmates to explore, not only their own interests, aptitudes, and abilities, but to learn about the world and the variety of work and training possibilities open to them.

Individual Development Placement and Follow Through. Individual development toward career goals is also very limited. Commonly, inmates have a file, which includes criminal, family, educational and occupational information. Also included are records of the inmates plans and programmed activities during incarceration. This file follows them throughout their incarceration. Any initiation or change in inmates' programs must be agreed upon by the inmates and the members of their classification committee. The classification committee consists of the work and/or educational supervisor, caseworker and sometimes, guard or a counselor. In most overcrowded prisons, reclassification is a relatively perfunctory operation. Little consideration is given to inmates' career development needs. Rather, institutional considerations are paramount. It would be unusual for inmates to have a clear and fully developed program of career development that included such components as a needs assessment, career exploration, orientation and skill development.

Individual monitoring and/or facilitation is often nonexistent. Few receive individual attention unless they are a behavior problem, or make a specific request which demands action. It is a classic case of squeaky wheels being oiled. Inmates who are quiet and "do their own time" are ordinarily left alone.

There are some programs in which a few guards, who have the ability to relate well to others, are given the title "counselor." While they still wear security force uniforms their job is not limited to discipline and control. These "counselors" listen and try to understand the inmates and where possible, initiate advocacy proceedings on their behalf. In a program of this type, it is recognized that inmates do have relationship and problem centered needs which have not been met in the usual institutional way.

On-Call Responsive Services. On-call or responsive services for life career development concerns are limited. As inmates near the time when they will be released, satisfactory employment plans must be established before they can be parolled. Inmates who complete their sentences are not obligated to have a plan of any sort. There are usually parole officers or community service representatives who visit frequently and sometimes assist an inmate in finding a job. For commutators, this service, tends to be perfunctory and limited. However, organized job development programs for released inmates are being created in different parts of the country. While this is a new and difficult task, it is one which shows much promise.

Inmates who are close to completing their sentences are sometimes sent to a prerelease center. More programmatic activities take place at that time. Job application and interview skills are taught while individuals

are involved in diagnosis and placement activities. In more comprehensive programs important re-entry social skills are emphasized. Such programs include interpersonal relations, consumer skills, and citizenship skills.

There is little coordinated effort toward supporting a comprehensive career counseling and guidance program. Staff development is oriented to institutional and security considerations. In some cases, educational units offer additional orientation to staff new to their programs. Little training is provided for staff once they are hired and on the job.

In state prisons and large metropolitan correctional institutions, tests are usually administered once in the scope of an inmate's sentence. This testing is done at the time of the inmate's entrance into the institution. Tests given vary from state to state but usually include tests of educational level and general intelligence. Personality inventories and tests of vocational career interests are given less frequently. Inmates seldom have the option to take educational or career interest tests at other points during their sentence. In smaller, county or local correctional facilities, little or no testing is done.

Most correctional institutions utilize peer and paraprofessional programs to varying degrees. A low level peer program might include inmates who have completed courses or specified educational levels. These inmates may be employed as "helpers" or "assistants" to work with an instructor. Usually there is no formal peer training, and the assistants' roles are prescribed solely by the individual instructor.

Paraprofessional programs are more popular. They are limited, however, by the nearness of the correctional facility to the potential popu-

lation of paraprofessionals and the willingness of the prison administration to allow "outsiders" into the prison. There is usually little programmatic effort to train and use paraprofessionals.

Some institutions contract with community colleges, colleges and universities to provide academic and vocational educational services. While meeting the multiple stipulations of control and security, outside contracts have a great deal of programmatic freedom. However, few colleges orient their post-secondary programs toward a career development perspective.

Career Development Programs. Although this listing will not be exhaustive, there are a few programs in prison which are oriented to a Life Career Development point of view. Most of the programs in practice focus on one or two levels rather than a full developmental program. The Federal Prison System, for instance, requires that each inmate complete one or more programs in each of several areas: Adult Basic Education, Adult Secondary Education, Occupational Education, including such topics as employability skills, exploration of the world of work, vocational training, apprenticeship programs, OJT, and work release, Social Education, including courses which deal with self understanding, developing realistic self concepts, interpersonal relationship skills and coping with consumer, family or citizenship problems.

The Federal Prison System consists of a number of prisons which follow these guidelines, though each has its own special emphasis or plan. Courses are usually taught in small groups for relatively short periods of time (15-30 hours of instruction). There does not seem to be a great deal of coordination among these educational programs, except

to present a diversified selection of self development programs to inmates. However, these requirements have only been in effect since 1976, and the system is still developing.

In the Illinois prison system there are several programs worthy of note. A vocational counseling program is included in the overall rehabilitation plan for inmates. The guidelines for vocational counseling establish the basic support structure for the teaching of career development skills to inmates. The Human Resource Development Career Counseling program each year serves over 2000 residents of six correctional institutions within Illinois. The first of three main program goals is to develop effective career decision making skills. The program makes use of the manuals and other materials developed by Carkhuff Associates, Inc. as a part of the Carkhuff Technology-Systematic Career Exploration, Decision Making and Planning Skills. The second goal of personal growth for inmates is met through systematic interpersonal skill training. Finally, job getting and job maintenance skills are taught. By the end of the program, each participant should have a career plan, a resume, a letter of introduction, and up to 100 places of potential employment identified, as well as a survival plan of alternative courses of action in case initial plans need to be changed or delayed. Participants spend between 45-120 hours in the program. Follow up and comparison data indicates program participants respond very favorably to their experience while gaining much knowledge and skill in career information activities. As an example, Joliet State Prison runs an experimental Career Exploration Unit. The program is run by staff

members at Joliet Community College under contract with the Department of Corrections. Selected inmates participate in the program for 50-70 contract hours (about 3½ to 4 weeks). Three main career development levels are focused--Career Exploration, Work Values, and Career Route (Decision Making Skills). Exploration is handled, in large part, through an inmate's interaction with the Computerized Vocational Information System (CVIS). Although there is not an interaction terminal on the prison site, inmates record their responses to exploration questions on a standardized questionnaire which is then analyzed by the computer. Results are usually discussed with inmates one day later. Additional Explanation and Work Values Orientation are addressed through a series of 15 job samples arranged to illustrate the six Holland Career Typologies. Each inmate interacts with job samples during the course of the program. Career decision making is assisted through counseling in small groups and by analysis of taped simulated job interviews.

Because the program is experimental, it has been available to few inmates. Only 20-25 inmates at a time can take advantage of the program. This program seems to have a great potential for being used as a part of a diagnostic and classification as well as an orientation process. Participation in the program could provide the inmate with a much more specific plan for the use of work time in prison and make that placement easier and more beneficial.

Finally, Lewis University, in cooperation with the W. Clement and Jessie V. Stone Foundation, coordinates programs in Illinois prisons based in large part on the book The Success System That Never Fails and includes

primarily large group discussion and individual homework as activities. Researchers point to evidence of fewer discipline problems and reduced recidivism on the part of the program graduates.

A few private industries run vocational training programs in correctional facilities which use paid inmate labor to learn and do jobs which are vital to a given company or industry. For instance, companies like XEROX, EXXON, VW, GM, and Honeywell Computer Systems provide opportunities for inmates to learn a saleable skill in demand in the free world employment market. Inmates can also work on that job after training and get paid a reasonable wage while doing so. The AFL-CIO in Baltimore has similar work/training programs in a number of occupational areas related to ship building.

The state of Oregon has developed a regionally based, computerized career information system. The Department of Corrections has enabled both inmates and staff to access the system. Users can explore career related interests, desires and needs as well as tie into daily listings of job openings and monthly and quarterly employment trends and reports for their region. Close coordination is maintained with the State Employment Division to provide this information. Another program in the state of Washington focuses specifically on ex-offender employment by providing a clearinghouse for jobs which might be filled by ex-offenders.

Given the overcrowded and generally non-rehabilitative conditions in most prisons, correctional officials are giving more attention to pre-trial diversion programs. Many programs stress the need of offenders to improve vocational and academic skills. Others, such as the Manhattan Court

Employment Project, offers counseling, job training, and placement through the assistance of Career Developers who aid project participants in formulating clear vocational objectives. Career Developers also make referrals for employment, vocational training and education. This type of "outpatient" service may become increasingly important as the projected court backlog increases the amount of time before offenders are actually brought to trial.

Only in recent years have educators realized that these same skills are needed by a large and diverse segment of the adult population. This increasingly visible and vocal group included the approximately 850,000 youth who drop out of secondary education each year, a great number of the 70 million adults who lack a high school diploma (a requirement of 80% of the jobs in the United States), the unemployed and underemployed, the returning veteran seeking training, and a job, women desirous of joining the work force, institutional inmates, the handicapped adult, the technologically displaced, the older adult seeking a new career in retirement, the new immigrant lacking language and job skills, and many others.

While adult education has emphasized the teaching of basic academic skills, there have been few programmatic efforts at addressing the broader range of adult needs. Adult students have many complex and interrelated psychological, social, familial, medical and other problems which, if not dealt with effectively, will prevent them from taking full advantage of educational training and employment opportunities. These problems are substantially different from those of younger learners and thus must be addressed through a program designed specifically for that population.

Adult Basic Education Settings

The responsibility for delivering appropriate services to meet these specifically adult needs has fallen primarily to counselors in ABE settings. In most instances, agency professionals have usually not been trained as adult counselors. Rather, counselors move into settings with training and

work experience in secondary school counseling. Recently there have developed counselor training programs for the junior/community college setting. However, a study by the University of Texas Extension Teaching and Field Service Bureau (1969) could identify no training programs for adult counselors. The Northwest Regional Educational Laboratory Adult Education Program (1975) identified training of Adult Basic Education Counselors as a primary educational need. There are few counselor education programs designed for the preparation of adult counselors. Consequently, there is a new emphasis on preparing training programs for ABE counselors.

Curriculum Based Strategies. Adkins (1974) has developed a model curriculum for the presentation of life coping skills. The Adkins Life Skills Program (ALSP) is an integrative approach to teaching adults about the tasks and problems of every day living through an action problem solving method. The program takes the burden of curriculum development off teachers and counselors by providing a series of pre-planned, but open ended, structured learning experiences for adult learning with accompanying materials which can be implemented by typical counselors, teachers, or paraprofessionals. The curriculum of ALSP is presented through a series of modules, each based on a four stage developmental learning model.

In Stage I (Stimulus) the program leader attempts to motivate the adult learner to participate in a problem-related discussion through the presentation of films, clippings, posters, role playing, pictures and stories, which can provide a high emotional impact. Stage II (Evocation) is designed to dignify what the learner already knows about the problem.

The program leader verbally validates the learners' personal experiences, attempts to deal with the problem, categorizes group knowledge, and facilitates group discussion, interaction, curiosity, and rapport. During Stage III (Objective Inquiry) students take the different opportunities to add to their current knowledge and attempt to master a problem task. The program leader emphasizes resource building, testing of current assumptions, and the ability to incorporate previous knowledge and experience with that gained through the program. Stage IV (Application) is generally left out of other teaching and counseling models, yet it may be the most crucial in making a bridge between classroom learning and everyday living. In this stage, the students design experiences which aid them in translating their knowledge into action. The individual projects are implemented and subjected to group and industrial feedback concerning the results of the project. The program leader's emphasis is on success building.

Adkins has applied this general model to his first published materials entitled "Employability Skills Series" which was designed specifically for disadvantaged adult learners. The employability skills series published by The Psychological Corporation, helps develop skills in choosing, finding, getting, and keeping a job. The ten units of the program were based on the results of a comprehensive assessment of the employability needs of the target population as well as teachers, counselors and administrators in ABE. The modules include:

I. Who I Am and Where I Want to Go

II. Ten Occupational Fields and How Do I Explore Them

III. Jobs and Training: Beginning the Search

IV. Employment Agencies and Personal Contracts

V. Choosing a Good Job for Myself

On Call Responsive Services. One of the counselors' traditional functions has been to provide immediate crisis attention to personal and educational crisis. This traditional "brush fire" style of counseling also takes place at the ABE level. This approach may be even more crucial for adults, who face distracting pressures from the many different roles they play in their lives. Counselors and teachers are often in a good position to recognize and intervene in difficult situations which may be affecting a person's ability to get maximum benefit from an ABE program. Coupled with their many administration duties this service probably occupies the majority of a counselor's time. In order for counselors and teachers to be effective in this function, however, they must have appropriate training which can produce an awareness of the special needs of the adult population.

System Support Services. There are three major programs which are directed primarily toward the training and preparation of counselors and teachers for ABE settings. The pioneering effort originated at the University of Texas Extension Teaching Field Service Bureau. The Region VI (USOE) Counselor Education Project was one of a series of ABE projects funded by USOE in 1969. It was the only project which focused on the guidance needs of the ABE student. Three major products resulted from this study.

The first is aimed at increasing counselor awareness to the guidance needs of ABE students. This Counselor Awareness Package is divided into six modules based on a relatively traditional view of the counselor's role. The modules include:

I. Introduction/Overview Package

II. The Function of the ABE Counselor

VI. Planning for Personal Goals

VII. Developing a Personal Plan

VIII. Looking Good on Paper

IX. The Job Interview: How to Be Effective

X. Keeping My Job: Hints that Help

The ALSP modules can be purchased for $4,800. Special rates for multiple sets can be arranged. The Psychological Corporation will be administering and teaching the program. This five and one half day intensive course costs $1,350 for the first trainee, less for additional trainees from the same installation. In addition, the program relies heavily on video tape and audio tape experiences. If an audio-visual installation needs to be added to this equipment, the cost could be as much as $4,000. The salary of the program leader, recommended as a regular full time position, as well as classroom space, furniture and resource materials, would also need to be considered. It is obvious that this program is too expensive for many settings.

Individual Development, Placement and Follow Through. One of the basic principles of Adult Basic Education is that the instructional services must be designed around the specific, identified needs of the adult learner. Adult programs tend to be much more individualized and adaptable than other educational programs. Many adult learners are involved in this type of formal education for very specific purposes, e.g., improvement in their position on the job they hold, retraining for a different job, or basic preparation so they can get and hold a job. Assistance in program planning has generally been the responsibility of the ABE counselor, though teachers at this level play a very large role in individual advisement through their specialty areas. Specific teacher/counselor training programs will be discussed under the system support section.

III. Awareness

IV. Vocational Counseling

V. Personal Counseling

VI. Educational Counseling

Each module is designed to be presented separately (about 1 hour each), although they could be combined in various ways to accommodate different length workshops. A stimulus audio tape (approximately 30 minutes each), overhead transparencies, bibliography, and tape script are provided with each module. The addition of follow-up exercises or stimulus questions (not provided) would probably increase the value of these instruments for training and discussion purposes. The program assumes that counselors using these materials will have counseling experience in elementary or secondary schools.

The program effectively points out to counselors the unique characteristics of the ABE population and importantly, lists many implications, both time tested and innovative, for the practice of guidance in the ABE setting.

The second major product from Texas, was the Teacher Awareness Package. It focused more on the instructional process. Unit topics included:

I. Introduction

II. Awareness of Human Needs (2 parts)

III. Dropouts

IV. Emotional Needs of Adult Students

V. Domestic Problems Affecting Performance

VI. Community Structure Impact on Illiterate Adults

VII. Referral Available to the ABE Student

VIII. Education of the ABE Student (2 parts)

IX. Methods of Placing the ABE Student

X. Summary and Conclusion

These units are designed to orient teachers and administrators to the general principles of guidance and counseling.

The third product was developed out of a realization that the counseling and guidance function is a province of both teachers and counselors. In a typical ABE setting there is a great deal of functional overlap. The Trainers Manual for Belton, Jerold F is designed to bridge this gap between classroom and office. "Belton, Jerold F" is a 16mm film of an only slightly overdrawn story involving a new ABE counselor, a crusty, veteran teacher, and a searching, unsure ABE student. The manual includes instructions and suggestions concerning the effective use for the film in the training of both teachers and counselors.

A second program focusing on the training of adult counselors and educators has recently been developed. Skills for Adult Educators (SAGE), developed by the Northwest Regional Educational Laboratory Adult Education Program in 1975 is a flexible, adaptable model for implementing student personnel programs designed specifically for adults. The model is based on the concept of total career life-style planning in which counselors, teachers, administrators and paraprofessional personnel assist the adult student to identify the numerous possible and desirable life roles and integrate them into a total life style. This team approach to adult counseling and education thus combines competencies normally focused separately in counselor and teacher education programs. The training modules produced by this project are a comprehensive staff development tool structured in an open entry/open exit format. Thus, any member of an adult education team may use the SAGE materials based on his or her own specific needs and competency level.

Based on a comprehensive survey of the literature in Adult Career Education and Counseling, the project produced twelve "packages". The package topics were chosen to cover a broad spectrum of the roles expected of adult educators and counselors. They are:

1. Guidance and Counseling: Theory and Techniques
2. Skills in Group Counseling
3. Retirement and Leisure Counseling
4. Career Development
5. Toward Interracial and Intercultural Understanding
6. Identifying Community Resources
7. Exploring the Labor Market and Discrimination
8. Designing and Coordinating the Adult Counseling and Guidance Program
9. Using the Team Approach in Adult Counseling and Guidance Programs
10. Retention and Follow-up of Adult Students
11. Selecting Assessment Instruments
12. Proposal Writing

Within these overview areas there are twenty-one role statements, each of which further defines the package area. Each role statement is further broken down into as many as eight modules. The modules are defined as specific tasks or competencies appropriate to the counseling and guidance of adults. These training modules are based on a Learning Activity Package (LAP) design. A learning objective (module) is followed by a statement of rationale for that module; a preassessment is designed; learning activities in support of the module goal are developed; and a postassessment is designed. By following an elaboration of this module development strategy, the SAGE authors suggest that new compatible modules may be developed in recognition of local program needs. The individually guided, competency-based nature of the modules lend themselves to a wide variety of uses in an adult setting.

The SAGE packages are accompanied by a handbook describing the use of the program, a description of the development of the training model, and the underlying conceptual basis of the project. In addition, an answer key for all the modules and two levels of literature review are obtained with the packages.

A third major project concentrating on the training of adult counselors and educators is underway in Iowa. Project Personalized Adult Counseling Experiences (PACE) is designed as a three phase effort to develop a broad based comprehensive training program for Adult Basic Educators and Counselors. The Project intends to develop a series of instructional methods, materials, and delivery systems based on identified needs which will supplement the SAGE materials. The Project will also pilot test, evaluate and disseminate a staff development competency centered model for adult guidance and counseling programs. The PACE Project will expand on the materials developed by SAGE in that further roles and related sets of competencies for adult counselors and educators will be identified, tested and evaluated. Ultimately, a process for installing these specific competencies through inservice staff development programs will be created.

Manpower and Employment Training. The Comprehensive Employment and Training Act (CETA) of 1973 directed some of its goals toward the career development of adults. CETA provides job training and employment through a decentralized system of programs planned and operated by States and local units of government, typically called prime sponsors. Titles I and III are of most direct concern to the issue of career education of adults. Title I provides for planning and operating manpower services including training, employment counseling, testing and

placement. Title III provides additional employment and training services to special groups such as Indians, migrant and seasonal farm workers, offenders, youths, and others determined to have particular disadvantages in seeking and obtaining employment. The programs are directed to individuals identified as economically disadvantaged, the unemployed and the underemployed. The CETA Program activities are primarily classroom training and work experience. About 60 percent of the participants under Title I were under 22 years of age, and about one-third were age 22 to 44 years old. Approximately 60 percent had less than full high school graduation.

The Job Corps is another CETA program. It is directed to disadvantaged individuals between the ages of 16 to 21 and its aim is to help them gain education and employment skills. Its unique feature is the use of residential centers. During 1976, 27 were administered by federal governmental units and 33 by business firms, nonprofit organizations and agencies and state and local governments serving about 46,000 people.

The prospective Youth Employment and Demonstration Projects of 1977 are directed toward reducing unemployment of youth and to improve their career prospects. Job information, counseling, guidance and placement services are to be made available to participating youth through cooperative arrangements of prime sponsors and local educational agencies. There seems to be potential for developing comprehensive career guidance components to meet the goals of these projects.

Vocational Rehabilitation and the Handicapped

For many years Vocational Rehabilitation services have provided some components of comprehensive career guidance and placement for the handicapped. However, much of their program efforts have been directed toward and limited to psychological readiness, vocational evaluation and educational-vocational placement. Comprehensive rehabilitation systems are currently being explored (Grantham, 1976).

Shrey (1976) recognized the limitations of vocational rehabilitation agencies and suggested that post-employment services are necessary to assist clients with personal-social adjustment at home, at work, and in the community to assure job satisfaction and stability. Shrey specified the client's need to adjust to family, marriage and interpersonal and social relationships within the community in order to function adequately during non-working hours. He suggested classes dealing with social and communcation skills and recreational activities as needed alternatives to typical rehabilitation approaches. In an interview discussing trends, issues and needs in mental retardation, Edwin Martin anticipated the needs that Shrey discussed. "So I think we are going to have to stretch our imaginations a little bit to conceive of programs that speak to the fullness of a person's experience and to the possibility of experiencing stimulation and recreation in a variety of ways perhaps as part of non-school based education programs"(Soeffing, 1975, p. 45).

Speaking at The President's Committee on Employment of the Handicapped, Viscardi (1976) has reported that only four of eleven million employable handicapped individuals are actually employed. Factors contributing to this situation are manifold. They include inappropriate or inadequate preparation of handicapped persons by the schools,

inadequate post-school services, and many other factors. The need for comprehensive community based services for handicapped individuals is emphasized in the statement of issues for the White House Conference on Employment of the Handicapped (1976). Selected issues are as follows: (a) "How can the principles of integration of handicapped with non-handicapped individuals be translated into the most facilitative educational program for adults?", (b) "How can we provide, through education, the post-secondary handicapped adult with the job-related and self-help skills necessary to alleviate chronic problems of underemployment and unemployment?", and (c) "How can we provide the ongoing experience (continuing education) necessary to assist the adult handicapped individual to achieve self-fulfillment and maximum personal attainment throughout their lives?"

McEwen (1976) described an innovative program in California that serves the blind and disabled. The Center for Independent Living (CIL) is a service, training and educational agency which is staffed totally by disabled individuals. Its services and programs are frequently available from no other resources. The Research and Demonstration Project within the CIL has demonstrated the advantages of a peer counseling approach for service delivery to the severely disabled. Bouchow and Espenshade (1976) report the use of group processes to assist mentally retarded adults in the acquisition of social skills necessary for successful community adjustment. The authors state that all currently reported group members were employed in industry or sheltered shops, traveled independently and enjoyed active social lives.

Recently the use of innovative, comprehensive community based services for handicapped individuals has been gaining momentum.

Roessler and Mack (1976), drawing on research reports, journal articles and conference presentations, suggested that current requirements in the delivery of rehabilitation services demand comprehensive interagency coordination and organization. They suggested a "lead agency" concept which could be implemented using different lead agencies for different situational needs.

In recent years, many community colleges throughout the country have begun responding to the needs of many types of handicapped individuals, as well as other adult citizens having continuing education needs. It is possible that a Lifelong Career Development Model might be most appropriately implemented in these settings because of their regional perspective, guidance, instructional and coordinative capacities. In addition, such settings may be more acceptable to most handicapped citizens because of their relatively non-demeaning nature. Career development services already available for various handicapped types from various community agencies could be coordinated through the community college. It remains to be ascertained, however, whether the community college or another agency would be most appropriate to serve in a coordinating and direct service role for such a delivery system. Thornley (1976) reported the development of continuing education courses at the community college level for formerly institutionalized mentally retarded adults in the state of Washington as an adjunct to more traditional vocationally oriented courses and programs. Spillman and Bruce (1976) reported a cooperative effort between the Community College of the Air Force, the U.S. Naval Education and Training Command, and 13 states to develop competency based curriculum for community colleges. The V-TECS program originated due to recognition that students were leaving school without the basic skills necessary to function as

contributing members of the community. The V-TECS program is expanding to include handicapped populations into its curriculum design.

The preceding discussion of community based programs represents a current response to the concerns and recommendations of many national leaders in the areas of service to handicapped individuals. Most critically, community based services respond to the demand for "normalization" made by Wolfensberger (1972). Wolfensberger considers normalization to involve the achievement of culturally normal behavior by handicapped persons through as culturally normal means as possible. Brolin (1976, p. 38) stated: "The normalization principle advocates discarding present practices of professional workers who concern themselves with reducing the abnormal aspects of the handicapped because this practice has resulted in a great number of failures and concomitant excuses for failing to meet the needs of these people."

Recently there has been considerable legislation aimed at meeting the special career development needs of handicapped individuals which may continue throughout their lifetime. The Rehabilitation Amendments of 1973 (P.L. 93-112) recognize the need for, and provides the authorization to continue services to clients after they are employed. Sections 103(a) and 103(b) mandate follow-up services. "...including follow-up, follow-along and other post-employment services necessary to assist individuals and other post-employment services necessary to assist individuals to maintain their employment and services designed to help handicapped individuals to secure needed services from other agencies..." This represents a major advance in services for severely disabled individuals who frequently require continuing services long after their initial vocational goals are realized.

National recognition of the need for post-secondary community based services for the handicapped is reflected in the Educational Amendments of 1976 (P.L. 94-482). Title II, Section 134 authorizes establishment of vocational resource centers to meet the vocational education needs of out-of-school individuals including the handicapped. Section 150 authorizes vocational education services for homemaking and consumer education and includes the handicapped. Section 107 provides programming for post-school age (18-21) year-old handicapped individuals served under Education for All Handicapped Children Act of 1975 (P.L. 94-142). This recognition is even more strongly reflected in P.L. 94-482 Title I, Section 131 in which the concept of "Lifelong Learning" is introduced. Lifelong learning involves the development of the potential of all persons including improvement of their personal well-being, upgrading their workplace skills, and preparation to participate in the civic, cultural and political life of the nation without regard to restrictions of previous education or training, sex, age, handicapping condition, social or ethnic background or economic circumstances. Section 131 authorizes assessment, evaluation of need for, demonstration and development of techniques and systems for guidance and counseling for all adults and for training and retraining of counselors.

Employee Career Planning

A number of organizations are currently moving toward assuming a major role in assisting employees in career planning. This management philosophy assumes that by focusing on the needs of individuals in the organization, the organization will eventually benefit. An effective organization thus becomes one that maximizes both task and people functions simultaneously. Viewed in this perspective, career planning can be a powerful managerial tool used to trigger and optimize the potential of employees. Organizations that assist their employees in dealing with career concerns are moving toward fulfilling the social responsibilities of a mature organization. Such assistance gives the employee a feeling that the organization cares about him as an individual. The resulting atmosphere of increased openness and trust can strengthen the psychological contact and commitment between the individual and the organization.

Lawrence Livermore Laboratory. An example of an organization's response to this premise is the Career Planning Program sponsored by the Lawrence Livermore Laboratory, one of the three research and development laboratories of the University of California. The Lab employs over 6,000 workers, primarily in scientific and technical fields--nuclear physics, chemistry, associated technologies. The program combines a variety of resources and techniques in an individual-centered approach to adult career management that emphasizes self-assessment as a basic step in career planning (Brewer, Hanson, Van Horn, and Mosely, 1975).

Brewer et al. designed a process that could respond to the concerns and needs of both the employee and the employer, a cooperative venture

with three participating partners:

Management Employee

Employee
Development
Division

The advantages of a career planning process that involves the three given partners include (p. 230):

1. The opportunity for communication between management and the employee is increased.
2. The chance of unrealistic subjective planning by the employee is reduced.
3. Management is made aware of information necessary for manpower planning.
4. The Employee Development Division is available to offer employees assistance in personal assessment, providing additional criteria for choosing a sound and reasonable course of action.

A major component of the program is the Career Planning and Guidance Workshops that last five weeks and have about 18 workers in each. All employees participate, from custodial staffs to professional scientist. All workshops are held on company time and facilities; participation is voluntary, and regular pay is maintained. An outline of the workshop follows:

1. The first step is a 1/2 day orientation to the Workshop. This session clarifies the need for adult career planning, describes resources available at LLL, and presents a demonstration of planned workshop activities.

2. The second part is a two day Career/Personal Assessment Workshop. This workshop includes the assessment of interests and values, the examination of career goals, the demonstration of communication techniques, and interaction in small groups.

3. The third element is the one day Motivated Job Skills Workshop. This workshop involves extensive and intense analysis of each participant's life/work experiences, identifies each individual's motivated skills and introduces participants to the decision making process.

4. The fourth and final step is the three hour follow-up workshop. During this workshop participants present their detailed career development plans and receive feedback from the trainers and other participants.

For many participants, the workshop process leads to greater interest in educational opportunities related to their career plans. With their newly-gained information and decision-making skills, employees begin to explore possibilities for further learning. Relevant resource materials for this are provided by the Lab through its Career Information Center and the services of professional counselor. To supplement the services of the professional counselor, a resource counseling capability is being developed. These resource counselors are designated employees who will provide specific information on job tasks, training requirements, and general information on job classifications. Also, referrals might be made to a school, a course, an agency or to an external degree program. For employees who wish to pursue career planning on their own, a self-guided career planning manual is offered.

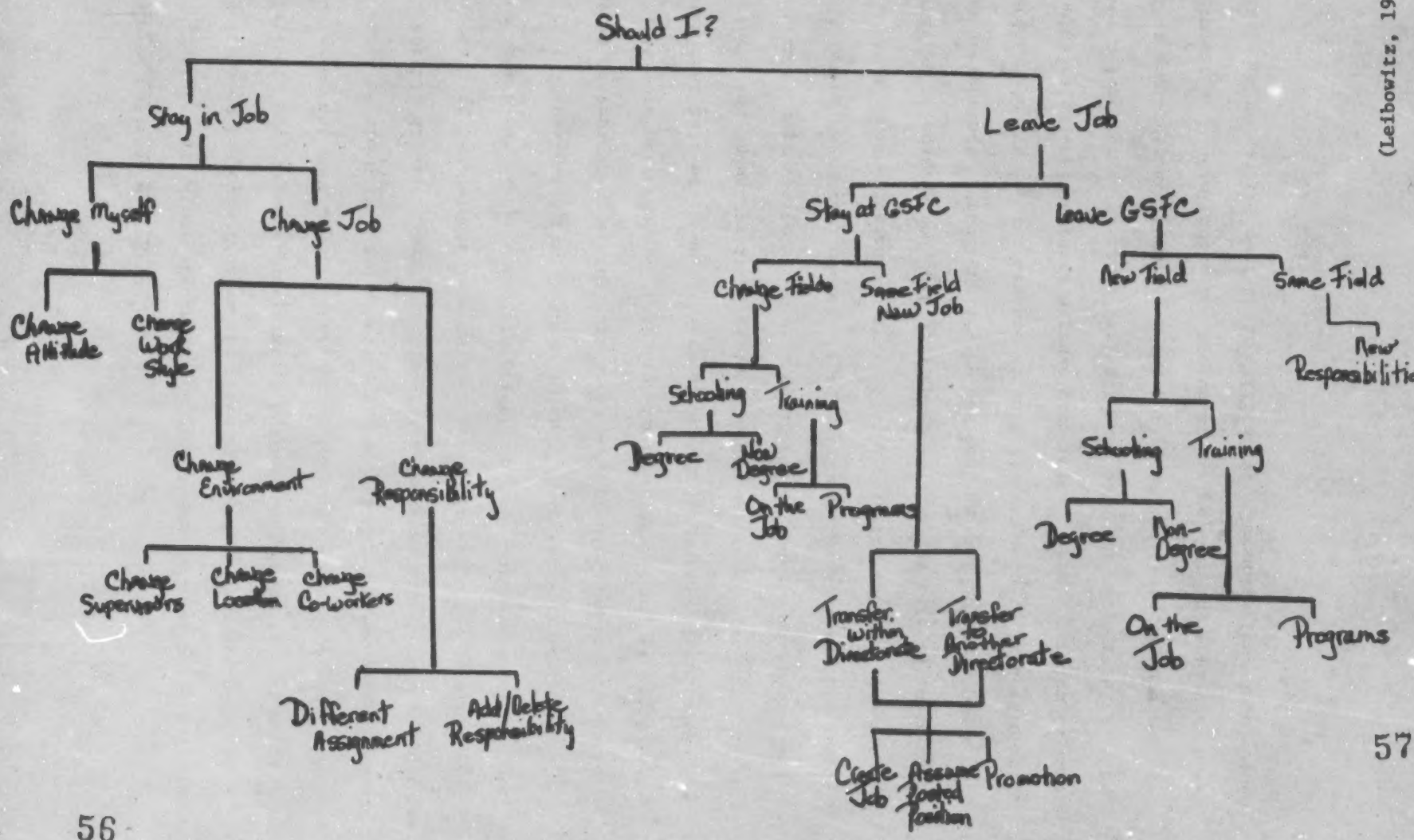
General Electric. The Self-Directed Career Planning Project of the General Electric Company represents a similar attempt to engage employees in self-assessment and career awareness. One of the principal components

of the program is the set of Career Dimensions workbooks, to be used by individuals, groups, and company managers. The first volume, CD I, enables persons to identify the controllable elements in their lives and to select meaningful directions; CD II helps with a more lengthy and in-depth personal analysis and sets up a personal career planning process; CD III is for managers working with - or encouraging - employees' assessments of their careers; CD IV is for employee relations and training/development specialists, providing tools, concepts, and workshop processes for helping managers and employees achieve career planning objectives.

Goddard Space Flight Center. Leibowitz (1977) has developed a career development program at Goddard Space Flight Center. She utilizes a Career Resource Center and offers (1) a career development work experience program; (2) career development workshops; and (3) career counseling. The career development work experience program allows employees a three months trial on a new job within the organization to assess retraining, skills, and experiences needed. The career development workshop is a two part process. First, a focus on "Understanding Self" is carried out by examining values, needs, skills/abilities, previous career history, interpersonal style and decision making style. Secondly, this is matched against "Understanding the Environment" by examining career/job options, educational options, financial consideration, projected skill needs and employment opportunities. Goal setting and methods for taking action are then stressed.

Leibowitz states that many employees find themselves overspecialized and locked in and are basically expressing "How do I get out of this box?" The following "Career Decision Tree" helps map a possible course of action:

CAREER DECISION TREE



(Leibowitz, 1977)

Employee Assistance Programs

Employee Assistance Programs (EAP), Employee Special Service Program, and Troubled Employee Program are three of a number of names given to a relatively new personnel movement in business and industry. These programs have grown out of a major concern about the economic and personal costs of employee alcoholism and a new consciousness which views alcoholism as a treatable disease. Employee Assistance Programs have become a new force in obtaining psychological assistance for employees whose personal problems have become large enough to affect their performance on their job.

It is estimated that between 10 and 12% of the work force, at all levels of employment status, are faced with problems severe enough to inhibit work performance. Data from Employee Assistance programs indicates that half of these problems are alcohol related. Importantly for business and industry, it is estimated that a person's productivity is reduced by approximately 25% as a result of dependence on alcohol and, to a lesser degree, by mental, legal, financial or social difficulties.

As a consequence many corporations are losing enormous sums of money by tolerating and, often, simply ignoring deficits in employees' job performance. Additionally, by not dealing with the employee's deficiencies in job performance at an early stage in their development, employers do their workers a grave disservice. When a problem is ignored over a long period of time, dysfunctional behavior often results. Too often employees are then given the option of immediate improvement or termination. This choice is imposed at a time when the employees have little or no control over their difficulty. Companies thus lose valued

employees. Families lose major sources of economic support. And employees lose what little measure of self respect they have left through their inability to hold a job.

Recognizing this personal and economic loss through decreased job performance, corporations, state and municipal governments, and educational institutions have created programs which provide intervention at the earliest possible stage in job performance deterioration. Specific procedures are established to provide problem identification and the means by which the problem might be resolved. The primary objective of the Employee Assistance Programs is to reduce the pressure caused by unresolved problems and provide successful intervention that will produce an increase in job performance. A 70% success rate is considered average in current Employee Assistance Programs.

Employee Assistance Programs can be flexibly designed to fit into different organizational structures. Thus, each program has its own individual, unique characteristics. However, there are a number of common elements among successfully operating programs.

A successful Employee Assistance Program has the following:

1. A supervisor who has definite work performance standards; is capable of recognizing a job performance problem; is able and willing to record unsatisfactory work performance and call it to the employer's attentions.

2. A labor representative (in organized plants) who is known to have the employee's best interests foremost in mind.

3. A professionally competent diagnostic component to which troubled employees can be referred. The unit should be capable of diagnosing a variety of problems, evaluating them, and making referrals for the proper modality of care.

4. A continuum of care capable of dealing with troubled persons of all descriptions, although about half of whom will probably be alcohol abusers.

5. A system of records capable of measuring various definintions of success. (Wrich, 1974, p. 16)

A central focus of Employee Assistance Programs is the training of supervisors to recognize problem behavior. Most programs strongly stress that supervisors are not diagnosticians. Essentially supervisors are required to perform no more than their normal supervisory duties. These duties include observation of the job performance of their supervisees, support of appropriate work performance, and initiation of steps to correct inadequate performance. The training focuses on the specific, observable ways in which an employee's performance might slip. Increased absenteeism, sporadic performance, regularly quitting work early, not coming back from lunch, and large and uncharacterisitc behavior changes are among the many indicators of performance deterioration to which supervisors are alerted.

In order to prevent a witch hunt, EAPs require supervisors to closely document any changes in work performance by their employees. The supervisor may initiate the active phase of the program if regular, informal supervisory interventions do not produce improved performance in a reasonable time. The supervisor's initial action is to contact the EAP representative often called motivational interviewer (MI). Together they plan a second meeting with the employee. The MI assists the supervisor in focusing on the most effective ways to discuss the problem with the employee and present the EAP as a possible source of assistance.

At the supervisor's second interview with the employee the poor work performance is clearly pointed out to the employee. At this time the supervisor first recommends the Employee Assistance Program to the employee. The supervisor points out that the services of the program are provided free and confidentially. The supervisor also indicates that knowledge of the employee's problem is not his or her concern,but that it is important to find a way that brings the employee's work up to the company's standards. Company benefits will apply as needed. The employee will not lose seniority of promotional time if in-patient care is recommended. The time out will be treated like any other chronic health problem. If the employee takes the suggestion and contacts the MI, the supervisor's only responsibility is to be cognizant of improved performance. A report of imporved performance would be passed on to the EAP representative and to the employee.

If, however, the employee does not take advantage of the EAP program offered, and work performance does not improve, a third supervisory interview is justified. At this time the supervisor reviews the documentation of unacceptable job performance and suggests to the employee that if there is no improvement in a short time regular disciplinary measures must be invoked. The company will take whatever steps necessary to bring the employee's performance up to the desired level. If procedures such as reassignment to a less demanding job, suspensions and/or a pay reduction, do not work, the employee may be terminated. However, the supervisor may more forcefully offer the EAP, as a last opportunity to improve job performance without facing company sanctions. The supervisor may even make

an appointment with the MI for the employee and indicate to him that he expects the appointment to be kept. At this point rarely will an employee refuse to make contact with the Employee Assistance Program.

Frequently, employees will recognize problems in their work which require attention and will contact the EAP representative on their own. In some programs 60% of referrals are of this type. The incidence of self referrals is further encouraged by the emphasis most programs make in educating employee's families about the benefits of the program. In most cases, the individual members of an employee's immediate family are eligible for and encouraged to make use of the services offered. Frequently, especially in cases involving alcoholism, it is a family member, rather than the employee who makes the first contact.

Regardless of whether the employee is a self referral or referred by others, the first program contact will be with the motivational interviewer (MI). The MI is responsible for an in-depth discussion of the problem that precipitated the referral. The MI is familiar with the resources of the community and will be able to make a suitable referral. Only in rare cases do Employee Assistance Programs provide in-house counseling.

There are several ways in which Employee Assistance Programs might be offered to the employees of a particular organization. A large corporation may develop an in-house program of supervisory training for identification, and appropriate treatment. Large companies seem to have the most to gain from initiating such a program because their total economic losses due to troubled employees amount to substantial sums of money and personnel.

Smaller companies, however, may benefit proportionally just as much. The difficulty they face is to find ways to support a program on a smaller scale. This is usually done by combining the financial resources of several nearby companies and purchasing training, diagnostic and referral services from a third party. For example, two corporations in Greensboro, North Carolina joined together to form the Industrial Counseling Service (ICS). ICS provides professional counseling, referral and training for a number of local corporations who all contribute to its support. In addition to alcohol related problems, the Service also handles problems caused by family, financial, psychological and legal difficulties. As is typical of most larger industrial programs, the ICS acts mostly as a referral source, keeping close tabs on the helping resources of the community. In most cases referrals are dealt with on an out-patient basis.

Companies who have instituted Employee Assistance Programs have realized a number of benefits. The most graphic benefit is economic. The Hazeldon Foundation, which has a long history of working with EAPs, estimates that a company with 1000 employees would lose $4,350,000 over 25 years, due to absenteeism, inefficiency, unnecessarily repeated training costs, sick leave and accident benefits, grievance procedures, and lost wages. These figures are based upon costs of alcoholism alone and do not reflect the added losses due to other difficult personal problems faced by employees. The Hazeldon Foundation (Wrich, 1974) estimates that an employee assistance program, operating at a conservative level of effectiveness over the same 25 year period, would cost the employer $426,740. Although these figures are estimates, it is obvious to

some companies that substantial economic savings can be achieved.

Following are further advantages which employers can realize through Employee Assistance Programs:

1. They are able to retain experienced and valued employees.
2. Group friction is reduced. Work production, efficiency and work are increased.
3. Damaged public relations caused by troubled employees is reduced.
4. Supervisory time spent in dealing with problems generated by the troubled employee is reduced.
5. Errors in decision making caused by troubled employees are reduced.
6. In organized companies, union/management friction is lowered by reducing the number of grievances held.

It is clear, however, that the employees who participate in the program reap the biggest benefit. Participation in the program, when appropriate, can enrich the lives of employees in several ways:

1. Self esteem is raised when problem behavior is reduced.
2. Damaged relationships with family, friends and co-workers are repaired.
3. The mental and physical well-being of the employee is improved.
4. The employee's employability is enhanced.
5. Financial and legal problems are reduced.
6. The chances of the employee's involvement in an accident are reduced.
7. Potential problem drinkers can be deterred from alcoholism through early detection.
8. The employee's life span potential can be lengthened.

Curriculum Based Strategies. In most organizations which have ongoing Employee Assistance Programs, the only systematically taught content appears in the supervisory training component. These courses are most frequently taught at the time of program initiation. Larger organizations tend to have regular follow-up training sessions, both to train new supervisors and, occasionally, to revise or update the original training. Smaller companies have more difficulty keeping supervisors current due to the disproportionate expense involved in training small numbers of supervisors.

A model training program consists of seven major sections: (Wrich, 1974)

1. An introduction which includes a statement of the problems and the purpose and objectives of the program. At this time both management and labor, if involved, will indicate their concern and support for the program. Alternatives are discussed along with the human and financial costs. Finally, the confidential nature of the program is stressed.
2. A policy statement is made concerning the companies' previous policy, what the new policy is, and the reasons for change. The new policy is thoroughly discussed. Perspective is expanded by discussing successful and unsuccessful efforts made in this area by other companies.
3. The supervisors role is discussed in detail, since the programs success hinges on appropriate and timely supervisory intervention. Supervisors are encouraged to be careful and competent observers of the performance levels of their employees. They must make accurate and complete documentation of performance declines and

unusual changes in employees work patterns. The supervisor must make consistent efforts to motivate employees to correct whatever problems are affecting their work performance. Finally, supervisors are introducted to, and encouraged to work with, appropriate staff personnel (motivational interviewer) when referral for diagnosis is indicated by the employee's inability to correct his performance through his own efforts.

4. Supervisors are given information about how to identify reductions in job performance. They are given instruction in the behavioral aspects of job decline and the consequences of concealment of performance problems.
5. Supervisors are given basic information about the different categories under which a troubled employee may be identified. It is stressed, however, that supervisory personnel are not diagnosticians and should not try to identify and solve problems. It is enough for them to be aware of the great variety and significance of problems which might affect an employees performance.
6. Supervisors are briefed on the relationship of the Employee Assistance Program and the organizations benefit package. Ordinarily, regular company benefits are appropriate for employees involved in the EAP. Only in rare exceptions where there is a case of conflicting state law, will some benefits be withheld to a participating employee.
7. Finally, the program is given a general overview and clear expectations for the supervisory personnel are established.

Individual Development, Placement and Follow Through. Individual development processes may be identified at three levels of the Employee Assistance Program. First, the supervisor acts as a monitor of the employee's job performance and as an advocate for effective performance. If performance problems become apparent the supervisor is expected to be able to document, from individual records, the seriousness of the decline. The supervisor also acts as a stimulus for the employee's successful resolution of underlying problems. It is in this regard, particularly, that he will make a referral to a diagnostician or motivational interviewer.

At this second level of the program the motivational interviewer will explore more intently into the employee's problems with the goal of finding an appropriate solution. Most often, this will require a referral to a community help giving agency. The motivational interviewer or someone under his supervision will be responsible for monitoring the progress of the employee during this remediation phase of the program. Periodic checks with the supervisor may be made to assess the level of job performance improvement.

The referral resource can provide a third level of individual development through programmatic monitoring and follow-up of their client. Whether this occurs or not depends upon the type of referral that is made.

On Call Responsive Services. Two levels of on call or responsive services can be identified in Employee Assistance Programs. The first type reflects the key role played by the supervisor at the employee's work station. The employee, however, may not feel comfortable confiding in a supervisor about a personal problem. Therefore, Employee Assistance Programs are designed to bypass this level of intervention. An exception would be made

in the most extreme cases such as drunkenness or physical violence at work.

The philosophy of most programs encourages employees to take advantage of program services on a voluntary basis. The motivational interviewer is usually available to employees on an apointment basis although immediate contact can be arranged in emergencies.

Most programs, make a distinction between voluntary and supervisory referrals. The difference is in the level of confidentiality. Employees who initiate contact with the motivational interviewer can be assured of complete confidentiality. No one need know that they participated in the program. Supervisory referrals require more record keeping even though anonymity to management is stressed. While the specific problem and the disposition is held in confidence, the supervisor is obviously aware of the employee's participation. Consequently, much emphasis is placed on supervisory confidentiality during their supervisory training program.

In programs which are directed primarily toward alcohol abuse, the motivational interviewer may be a recovered alcoholic or a person with specific training in alcoholism. Without fanfare, this person may often be called upon to intervene in severe cases of alcoholism on the job. The motivational interviewer may be able to respond immediately to a temporary relapse on the part of a steadily improving employee in the program. Relapses are generally understood that relapses are a normal, if undesireable part of the recovery process, and should thus be looked at in terms of the total picture of an employee's development.

System Support Services. There are several categories of system support in Employee Assistance Programs. The first and most important are the many resources for care giving in the community. Since most EAPs operate as diagnosis and referral sources, the extent of the community's resources will determine the extent of the program which can be offered. One of the major tasks of the motivational interviewers is to cultivate established resources and develop new possibilities for assisting the troubled employers of the company.

An important aspect of system support occurs at the initiation of the program. Letters to all employers and their families advertise and describe the program, encouraging participation. Often this method of contact is expanded to include periodic mailings to employees of an educational nature. The problems resulting from alcoholism and other of the major difficulties usually affecting employment can be presented in an informational manner, making it not only more acceptable to recognize a problem which might be occurring but, to seek help if the problem becomes overwhelming. In the same vein, periodic mailings noting the progress of the program, including some basic statistical data, can be mailed to employees and families.

Most programs include literature about the program in the orientation materials given to new employees. If the company has a formal orientation program for new employees, the services of Employee Assistance are presented at that time also.

REGIONAL AND COMMUNITY BASED BROKERING

Many adults at one time or another need assistance in working through their educational and vocational plans and relating them to their broader life career goals. Many could benefit from assessing their own educational strengths and weaknesses or vocational talents and interests. As many as 2.8 million would like to gauge their "strengths and weaknesses in various subjects or skills", according to the Postsecondary Alternatives Survey (Arbeiter, 1975): and a similar number would like to assess their "personal competencies--potential for personal growth and for living a more productive life."

Some adults need only encouragement for their own personal exploration and self-assessment. However, many others should have access to assessment and appraisal services. People must know about the services available to them in order to use them. Too often, those most in need most lack the needed information.

While many more can reach their learning and career decisions entirely by themselves, a large number could be helped in their exploration and self examination by discussing their career plans with a counselor. Some adults may eventually need career guidance personnel to help them as an advocate or facilitator.

Brokering for Adult Needs. One of the responses to the needs of adult learners for such support services is the educational brokering agency. Educational brokers serve as intermediaries, the important go-betweens for adult learners and the vast array of educational resources.

They serve adults through information-giving, referral, counseling, assessment, and client advocacy (Heffernan, Macy, & Vickers, 1976).

The broker can utilize a vast and complex array of established educational institutions: private and public colleges and universities, community colleges, proprietary schools, correspondence schools, public schools' adult programs, employer sponsored training programs, labor union and church sponsored institutions and programs, and local, state and Federal agencies involved in education. The key to using counselors would be to place them in situations in which adults feel comfortable. There is not a single setting that will be right for all adults. Therefore, counseling is properly being developed, not only in schools and colleges, but in libraries, community agencies, labor unions, work places, churches--wherever, in short, people with a need for help are willing to seek it.

Brokers aid individuals through advisement, assessment and advocacy. Brokers help people to make personal and career decisions, select appropriate educational resources and embark on learning programs. The distinctiveness of brokering arises from (1) the ways clients are reached and served in their own communities, usually utilizing existing resources, and (2) perhaps most important, the new educational role of client advocate. The interests of individuals, not institutions, are the focus of brokers' advocacy efforts. It is the aim of educational brokerages to function on a horizontal dimension, as middlemen or mediators across a broad front, as opposed to the vertical dimension of most educational institutions.

Brokering Approaches. There is no unique model, no ideal organizational

set-up for offering brokering services. A number of different structural arrangements have been developed by brokering organizations. The organizational structures range from completely free-standing agencies to special units within degree-granting institutions. For example there are those free standing agencies that are attached to no single institution and are supported by combinations of client fees, state and federal funds and business/industry contracts. Internal governance is essentially independent of outside agencies, so freedom and program flexibility are quite high. On the other hand, many such agencies do experience difficulties in making the transition from working on "soft money" start-up funding to gaining more stable long-term "hard money" or line-item budget support.

There are also new institutions in existing systems that are newly-created programs within a larger, state college systems. Support comes mainly from state funding, and governance structures are lined to the broader state system. Brokering activities in this category of organizational settings may also include instruction. The bulk of instruction typically is not done by institutional staff, but is brokered among community resources. Or, a unit within a state system may do no direct instruction at all, but instead award degrees for examination-credit or for work done elsewhere.

A consortium of institutions may be formed for brokering purposes. A central headquarters staff serves to coordinate a network of counselor-advocates located in individual colleges where they can advise clients

of learning opportunities throughout the network. A number of other consortia already exist in higher education; their experience with institutional coordination and program design make such arrangements particularly attractive to future extensions of brokering services.

New units within established institutions may be funded and administered by a single institution, yet they maintain independent brokering functions, referring clients to not just their own institutions' programs. They may be physically separate from the home institution, they may be on the same campus, and they may be multiple off-campus centers. Whatever their location(s), these units counsel prospective adult learners toward learning opportunities of all kinds, not simply those offered by their sponsoring institutions.

Organizational settings for brokering need not be only free-standing agencies or educational institutions. There are a number of brokering-type activities pursued in other organizations. The largest two, the military and the federal civil service system, have been doing brokering for longer periods of time--and for more people--than have many of the agencies and institutions named above. In the military, there are designated education officers who effectively serve a brokering role between service-people and local educational resources and/or external degree programs. These permanent base staff do not have credentialing authority per se; they direct individuals to appropriate courses and training, help them prepare for CLEP, GED, and other external degree examinations, assist with course transfers and recognition of prior work and make

arrangements for on-base instruction. In the U.S. Civil Service Commission, the Employee Development Specialists serve a similar function. These officers provide advisement for agency employees on job-development programs, and on-the-job training instruction; they also provide information and referrals to local educational resources and external degree programs.

Curriculum Based Strategies. Several important consequences are considered in advance before a brokerage agency makes commitments to instruction. A program of instruction may change the agency image in the eyes of its clients. It may now resemble their conventional educational institution. Is this positive or is it negative? The freedom to perform the intermediary function, brokering between learners and resources, may be undercut by agency pressures to fill their own classes rather than to refer students to other learning opportunities. Some degree of institutional neutrality and disinterestedness towards a student's choice of learning options is indispensable to the brokering idea (Heffernan, Macy, & Vickers, 1976).

The student may lose a personal advocate when the advisor, counselor or learning consultant assumes the duties of a faculty member. If the courses and workshops offered by brokerage agencies are not for academic credit, an instructional and advocacy role may be more compatible. If significant learning does take place in such courses and workshops, there will be a strong tendency to give or to seek academic credit for it. Advisors, counselors and teachers may then attend to academic standards when relating to student learning rather than the personal needs of the

students. "As faculty, they no longer represent students before the gatekeepers, they become such gatekeepers and cretifiers themselves." (Heffernan, Macy, and Vickers, 1976).

Heffernan, et al. believe that educational brokering represents and attempt to improve services to groups underrepresented in educational institutions; for that reason the roles of advocate and judge should be clearly separated. They would prefer to "mediate" instruction--and still avoid the gatekeeper image. This would seem to be a difficult stance to achieve and maintain when faced with the pressures of funding and, more importantly, credibility.

Thus, instructional programs of a nonacademic nature would seem to be an appropriate responsibility of a brokering service. Even then civic organizations, clubs, churches and professional groups -- Red Cross Chapters, historical societies, YMCA--YWCA's -- may be better sponsors. An increasing number of informal educational organizations -- "free university," "learning exchange," "college without walls" -- offer both credit courses and personal development instruction through TV outlets, tutors, open education centers and other special arrangements.

Individual Development, Placement and Follow-Through. Adults are in need of an organization that will serve as a "credit bank" and an ongoing service. This new service should perform two recording functions. It should operate (1) a credit registry or "credit bank" as a record of all degree-creditable learning experiences; and (2) a service for recording, as in a resume, all manner of career-relevant materials.

Over 200 colleges and universities are participating in the Cooperative Assessment of Experiential Learning (CAEL) project, coordinated by the Educational Testing Service. Supported currently by Carnegie, Ford, Lilly, and Fund for the Improvement of Postsecondary Education grants, CAEL is working to develop and test a variety of techniques for evaluating prior learning including: use of "portfolios" (as student-assembled dossiers of evidence of prior learning); evaluation of "products" (essays, paintings, various "exhibit" of creative work, etc); assessment of occupational competencies via "work tasks," and "work samples;" and assessment of interpersonal skills.

Peterson and Hefferlin (1976) have speculated on how the resume service would operate.

> In addition, many persons may want a record of all their educational, occupational, relevant avocational, and other appropriate experiences--degree credited or not. In that the record would include whatever documents or descriptions of experiences and individual wants included, this service would be essentially a resume service. Such a resume should be capable of repeated updating as the individual wishes. While a state agency would issue the record, the state would not verify the accuracy or validity of the documents submitted for inclusion. The record would be confidential, or duplicated for distribution only at the individual's request. Presumably its chief use would come as the individual seeks employment, although it may be useful in contacts with educational and other organizations as well. As an aid to persons needing a handy, semi-"official" resume, the full cost would be charged to the user.
>
> With regard to the technology of such a service, materials submitted would need to be photographed and stored in miniaturized (e.g., microfilm) form. The record could also be issued in miniaturized form--for example, as microfiche, or in the wallet-sized format of the "educational passport." The educational passport consists of cred-card size microfiche each containing space for reduced photographs of up to ten 8½ by 11 inch documents (p. 108).

Referral. Referral is an important part of placement and follow-through. Adequate assistance frequently involves the support of personnel in other agencies and institutions. Brokerage counselors are aware of benefits derived from non-educational groups and are ready to use the services of these groups.

Many institutions and agencies in a community can offer the use of their facilities because career information and counseling compliments their services. Brokering agency expenses can be reduced when libraries, museums, ethnic centers, employment service centers, prisons, churches, courthouses, city halls, veterans service centers, and other organizations and institutions provide space for brokerage information and counseling. Agencies providing employment information, vocational rehabilitation assistance, financial aid, or social services are professional, but non-educational agencies that can be made available to clients.

Follow-through is as important as counseling. Counselors should be in touch with clients periodically to see if additional assistance can be rendered, particularly with individuals who lack self-confidence and in situations in which life-styles or circumstances may change. Unfortunately, when a brokering program expands and staff time is short, follow-through may be the first responsibility to suffer.

On Call Responsive Services. The public libraries may become the major brokering agency because it is already a community educational resource. With their staffs' skills in information collection and re-

trieval, they also represent high potential for referral and advisory services. Recently some public library systems have been exploring various facets of adult career information and related learning programs. Such programs have been extended into direct counseling and advocacy services.

Public library staff have been trained to act as advisors to adults--clarifying goals, defining interest areas, or assessing problems and limitations, such as transportation, child care, job schedules. The major role of the librarian ("Learner Advisor") has been to point out to their adult clients the various options available in the library and the community for getting career information and meeting learning objectives. A College Entrance Examination Board project developed a series of training materials for librarians who were involved in this program.

The New York state library system has a project aimed toward establishing networks of programs for adult independent learners. The Adult Education Independent Learner Project in New York involved twenty-two community libraries and public library systems which help adults with educational resources information, reference materials related to study programs, and preparation for GED, CLEP or Regents External Degree Examinations.

Another funded project in New York will develop three pilot programs in public libraries, to concentrate more specifically on information, referral and advocacy services for adult learners. Entitled the Higher

Education Library Advisory Service, the project will design training programs for library staffs in counseling and client advocacy with local institutions. Three program settings will be featured by the pilot sites: rural, small town libraries, urban, medium-sized city or country-wide libraries and the library system of New York City.

Cooperative Arrangement. How much counseling can be done in libraries and who will do it? Entine (1977) reports about a cooperative arrangement between university counselor education programs and library advisory services wherein counselor interns provide the counseling services for a library based service. In his particular situation the State University of New York at Stony Brook works with the Long Island Advisory Service. Adults sign up for counseling appointments and fill out an information sheet. Group counseling is provided during evenings and Saturdays. The counseling interns are supervised by counselor educators. Test scoring and processing is supported by grant money and/or the University. This program allows for quality controlled counseling services in a highly accessible non threatening adult setting. It is suggested that such a program may provide a model for community based counseling and a transitional approach to resource management until funding and organizational approaches become committed to adult counseling needs.

As with many community services for adults, the problem of creating a different image for libraries is a basic concern. This is why the "counseling" should be career information oriented and make extensive use of referrals or brokering-type activities. The balance between too simplistic information and too much in-depth counseling should be maintained.

In this sense the "library image" will not have to be modified appreciably.

The Mid-Career Counseling Center at the State University of New York at Stony Brook offers a eight weeks course in mid-life career assessment for adults over 30 years-of-age. The course features career related speakers (employers, consultants), resumé writing and job hunting skill development. The Strong-Campbell Interest Inventory is administered and two one-hour individual counseling seesions are arranged outside of the class period. This course could be used to support the library advisory services.

System Support Services. The following model of an information and counseling service described in Postsecondary Alternatives seems to represent the "typical" brokering services: (Peterson and Hefferlin, 1976, p. 115).

> The general purpose for this group of services, provided at community Educational Services Centers, it to help individuals clarify their career goals and educational plans and then locate places where they can learn what they have determined they want to learn.
>
> The specific functions to be performed include those described in the previous chapter:
>
> 1. Informations and referral regarding learning opportunities in the area;
>
> 2. Assessment of interests and competencies;
>
> 3. Counseling and career planning; and
>
> 4. Aid to individuals in coping with institutions.
>
> As this service has been conceived, its brokerage activitied, by which potential learners and appropriate learning resources are brought together, should not be limited to traditional academic endeavors, but should assist individuals to become aware of their full potential and of ways of actualizing this potential.

Hodgkinson and Shear (1975) suggest the title "Personal Development Center" for the unit providing this service. To be useful, this service must be accessible--close to where potential learners live, provided in a place that is comfortable for them, and low in cost. Thus there will need to be many locations; typically they should be carefully located to serve demographically-defined cultural subgroups.

Most staff members would be called counselors; they would be selected for their ability to communicate effectively with the people in the community, and they would be given appropriate training. Information would be provided by telephone, mail, or face-to-face. Fees for services would depend on the number and extent of services used (particularly counselor time); they would generally be low, and using some kind of financial aid mechanism, should be based to some extent on ability to pay. Finally, there would be extensive community participation in planning and operating the local centers. Community people, for example, would be heavily involved in choosing the site for the center, and standing community advisory groups would provide continuous oversight of the center's operations.

Each community center would be connected to a regional office. The regional office would have several functions in addition to planning, coordinations and other activities customarily associated with an administrative center. Most important, it would maintain or contract for a central computerized information storage facility, which would be connected to terminals in each of the community centers for immediate access to information and for timely updating of the regional files. Program evaluation and other accountability activities, as well as in-service training of staff, would be other important regional office activities.

A statewide governing board (all of whom would be lay citizens) and an administrative office would be responsible for broad policy, statewide planning, and accountability work vis-a-vis the California Postsecondary Education Commission and the Legislature.

As expected, those expressing the brokerage viewpoint argue against close ties to traditional higher education institutions. However, a frequently accompanying position is an anti-professional counseling psychology stance. The counseling professionals and the higher education systems are often put together in the non advocate role. Peterson and Hefferlin continue (p. 95):

Beyond helping potential learners assess their interests and aptitudes, the state needs to provide conveniently available counseling services for people desiring help in thinking through educational plans and career goals. The approach of this counseling would be non-therapeutic, focusing on clarifying aspirations and plans, rather than treating psychological problems. As a result, few staff members would need to be professional psychologists. Instead, they should typically be friendly, experienced persons who know educational resources and job requirements, and are able to recognize when someone requires psychological or psychiatric assistance (and are able to make an appropriate referral).

PART III

POSTSECONDARY CAREER GUIDANCE PROGRAMS

Student personnel workers are beginning to take on the role of instructor and establish practical courses in human relations which relate theories to skill development and personal growth. In a somewhat less direct instructional role, the student development educator has become a member of a teaching team in existing courses that lend themselves to the practice of broad personal learning. In fact, any kind of developmental ability or skill that can be taught, either formally or informally, can potentially be the subject of a class for students.

Curriculum Based Strategies. Tollefson (1975) identified three major clusters of curricular opportunities that indicate a trend toward implanting student development in academic life: (1) courses in human development or life-style planning; (2) atypical methods, such as independent study or experiential learning; and (3) classes with non-traditional (and previously unacceptable) contents, such as how to confront and cope with politicians, how to prepare for death, and other topics related to a student's personal purposes and goals.

Instruction for student development is not seen as something to be tacked on to the curriculum but has become an integral part of it. This aim can be achieved by emphasizing developmental goals in traditional courses, such as psychology and biology, and by using student-centered techniques, such as discussion groups, in many courses. In other cases, new offerings are needed. These should give academic credit for both structured and unstructured experiences that foster affective as well as cognitive growth. Practicums in human relations, leadership training sessions, or decision-making programs should be readily available to students who need them (Miller and Prince, 1977).

Introductory Courses. In an effort to provide more meaningful freshman orientation, some student personnel workers are using structured exercises such as the Human Potential Seminars' (HPS). Eckstein, Eckstein, and Boatright (1977) feel that the main purpose of the HPS is to help individuals discover what they can like about themselves. During the group experience, the participants work toward four goals: Self-affirmation, self-determination, self-motivation, and empathetic regard for other people. The specific curriculum format includes personal unfoldment, empathetic recall; action goal-setting and goal review; recall of peak experiences; acknowledgement and analysis of satisfaction, achievement, and success experiences; clarification of personal values; acknowledging personal strengths; and long-range goal-setting.

Some other new courses with a developmental purpose include life-planning workshops, seminars on family planning, and training for reducing examination anxiety. The following course descriptions provide examples of the instructional techniques that are used:

> Personal and Social Growth - a seminar in which students give oral book reports, invite a guest person (such as a psychologist) to class, and use audiovisuals--films on drugs or racial concerns.
>
> Interpersonal Relations - students go through a series of non-verbal exercises, receive some group encounter experience, are asked to do some intensive internalization and then share their feelings openly.
>
> On Being a Woman - many women have learned to dampen their most powerful potentialities and have thereby lost them. Women have often been conditioned to accept male and female role stereotypes which are restrictive and limit their individual growth. The goal of the seminar is to help each woman become more aware of her individual strength and to facilitate more creative choices.

Leadership Behavior - takes a lecture-seminar approach. Students are asked to cooperate in preparing a group project on a specific aspect of leadership or to participate in various simulation-learning exercises on decision making. The instructor lectures on various leadership or management principles.

Life Planning and Values - "How can I incorporate my personal awareness into daily living? What is realistic for me to do with my life? Where can I make meaningful changes?" Life planning is designed to provide a framework for each person to set his or her goals and formulate a plan of action with the support and reality-testing of fellow participants.

Career Development - self-tests are used. Students may be asked to go through a packet of instructions aimed at classifying career choices, to pursue some information and prepare a report at the College Career Center or to take part in group discussions on careers.

An Example of a course outline of The University of Georgia follows:

Course Outline for Career Development

Student Objectives:

1. To improve decision-making by actually experiencing the decision make process.
2. To develop as complete an understanding of self as possible.
3. To expand one's knowledge of the world of work.
4. To begin to consider different variables important to life planning, i.e. interests, career information.
   a. to realize there is not just one life span.
   b. to realize that there are alternatives for attaining a career goal.
   c. to become acquainted with long and short-term planning.
5. To integrate knowledge of self and the world of work so that an effective career decision can be made.
6. To provide initial contact with printed and community resources participants might use for further planning.
7. To chart a personal career planning program.
8. To acquire knowledge and skill in interviewing and other job-hunting techniques.

Session I, Goal-setting

Objectives will be established, a grade contract presented, and a tour of Career Planning and Placement will take place, the Student Developmental Task Inventory will be assigned.

Session II, Decision-making skills and definition of career planning

In this session students will be able to identify values and describe them in decision-making situations. They will practice using decision-making skills through simulation and role-playing.

Session III, Self-assessment

Students learn to understand personal patterns of basic desires, needs, aptitudes, and abilities and relate them to a life purpose. A Purpose For Your Life is used to illustrate variables in career planning.

Session IV, Using the self-assessment, part I

In seeing how particular activities, competencies, and self-estimates go with various occupational groups, students can begin to translate personal characteristic into occupational terms and thus consider a wide range of occupational possibilities. A Purpose For Your Life is continued and Self-Directed Search introduced.

Session V, Using the self-assessment. part II

Further discussion of Self-Directed Search leads to use of job-vacancy notices which have been classified by the Holland Code.

Mid-term interview. Each student should ask the Career Planning and Placement receptionist to schedule an appointment.

Session VI, Occupational exploration, part I

A panel of government, business/industry, and education employers will discuss opportunities and provide insights into daily activities of these employment areas. Ample time is allowed for students to ask questions. Deadline for turning in field experience choice and project outline.

Field Experience will take place at a mutually convenient time. Instructor will arrange off-campus opportunity relevant to the students' interests. This provides the observation of a real life work situation. This is Occupational exploration, part II.

Session VII, Job-hunting and interviewing, part I

Students will learn to communicate through resumés, letters and interviews. Project reports will be presented.

Session VIII, Job-hunting and interviewing, part II

Interviewing film will be shown, followed by discussion. Field experience reports will be presented.

Session IX, Interview videotaping and critique

Class will not meet. Each will be scheduled for one-hour on one afternoon of the four dates.

Session X, Wrap-up

Short-range and long-range goals will be defined. Project reports will be presented.

Utilizing Existing Curriculum. Getting current courses to incorporate student developmental goals requires an unusually receptive, student oriented faculty. Faculty members and student personnel workers can collaborate to reduce the separation between students' personal growth and academic learning. A student development educator can take the responsibility for teaching psychological units within existing courses. The introduction of human relations training into teacher preparation programs is one of the best examples because teacher education faculty are predisposed to some aspect of human relations.

In a "Tandem Approach" two instructors develop two courses that share a common theme, such as value, or are directed toward a certain population, such as women returning to school. The two courses are taught consecutively, the same students are registered in both sections, and both instructors participate in both sections. A sample course offered at Oakton Community College in Morton Grove, Illinois has the following characteristics (Miller and Prince, 1976):

I: General Description and Approach. This course will explore human communications with an emphasis on writing. It is designed to help students overcome the feeling that they cannot write or that what they have to say is not worth reading or hearing. Within the honest supportive atmosphere of the Human Potential Seminar, a fresh exploration of participants as communicators will take place.

II: Method. An environment is which interpersonal communications can be developed, explored, and understood will be created. Reading, writing, being together, using individual experiences, classroom

transactions, and personal discoveries, will be the primary methods used. Classroom activities will investigate how persons behave as they communicate. Students as well as instructors will keep a journal of personal writings which will mirror discoveries and growths.

III: Goals. (1) To gain confidence in the use of communications skills; (2) to explore many languages and understand how they aid and impede communications; (3) to get in touch with ourselves as communicators, to understand our messages to others and their responses; (4) to overcome the barriers to free exchange; and (5) to view our own personal experiences in light of our discoveries.

Following is another example of a tandem approach used with women returning to school in Stephens College's University Without Walls (UWW) program (Gelwick. 1977):

> At Stephens, the highly motivated, yet very anxious students are initiated into academe through an intensive seminar where they receive counseling to help clarify their own values, roles, and career planning. Additionally, Stephens' program provides study skills aid, individual academic program planning and a course in the Liberal Arts focusing on the changing image of humankind through philosophies, scientific advancement and the arts. The entire program is a team effort of Stephens faculty members chosen from all the various disciplines in the College: for their ability to adjust to teaching adults differently from adolescents, to work in a marathon-type atmosphere, to work as a team member, (either with a counselor or a classroom teacher as the case may be), who believe women are capable, and who are demonstrated good advisors. Each team is made up of a counselor and an instructor.
>
> Counselor and Faculty Development. Each member of the counseling staff is interviewed to determine counseling and group skills and awareness of the differential counseling needs of adult women and men. A staff development program includes: counseling skills training, theory of adult female and male development, group counseling theory and practice, group and environmental design, a two-day workshop in assertion training, study skills training, and a discussions of student and faculty needs.

At various meetings of the entire UWW academic faculty, the social and psychological needs of UWW students was presented. Once every two years, a workshop is held for instructors explaining the counselor's role. The alternate year workshop deals more specifically with group dynamics and skills in the classroom. Faculty response indicated the further desire for an advanced workshop dealing with theory of adult student developmental needs, how these are converted into specific counseling sessions, and the training of instructors to assist in these sessions. At the request of women faculty, a ten-week assertion training group is occasionally held to promote ease in teaching and in program development.

Outline of Seminar. The introductory Liberal Arts Seminar is required of all entering students regardless of amount of college granted. The course carries one course credit (3s.h.) The student receives an initial assignment of two books and an essay on one theory of human nature to read from the instructor and a journal for recording feelings about the seminar and the course assignments from the counselor. The journal is kept throughout the life of the seminar. The instructor generally assigns several essays, some to be written in class, a research paper, and a group oral report. Some instructors include a final examination. The class activities, counseling activities, and advising activities are intermingled throughout the seminar. The counselor and instructor, although responsible for own specific areas, share responsibilities with each other.

In tandem classes students experience a sense of integration in their education that speaks to the whole person in ways that isolated courses in isolated disciplines cannot. The classroom atmosphere is humanized. There is a sense of protection an environment of permission, both brought about through the interaction of the two instructors. Finally, tandems provide an excellent opportunity for professional growth. The instructor and counselor have an ongoing, semester-long opportunity to observe one another's teaching styles and techniques and the way each relates to students and subject matter.

The approach does have several possible drawbacks. One is the danger that necessary subject matter might be missed. Another concern is the amount of energy that is spent in putting together and executing a tandem course. Some personal risk on the part of faculty members is required in such a partnership. Openness, cooperation, understanding, and mutual support are necessities if two people are going to work together successfully.

Another way to begin converting traditional academic subject matter into simultaneous psychological education is to conduct faculty in-service training programs. Because schools have focused almost exclusively on cognitive learning and intellectual functioning, methods for teaching affective subjects are unfamiliar to most faculty members. Values clarification exercises, group dynamics techniques, role playing, games, and simulations are among the possible tools that could be used.

Non Traditional Alternatives. Alternate means for providing individualized instruction are the media. Closed-circuit television, films, teaching machines, programmed studies, packaged programs, videotapes, and cassettes add new, flexible opportunities. For a nontraditional community college population programmed materials has been suggested (Forrer, Cooper, Epperley, and Tuge, 1977).

The primary concerns expressed by non traditional students generally focus on their relationship with the world of work: their lack of self-confidence, lack of career-related information, and the need to make life plans and career decisions. These concerns are not necessarily unique to the nontraditional student, but a new way to address their concerns must be

devised since most of them study at home and therefore come to campus only infrequently. Forrer et al. developed the Career Emphasis Series--five, print-based, self-directed modules--based on a generally accepted model of career development that must occur for successful career decisions to be made. A description of the modules follow:

Module 1--Career Decision-Making Skills

In the first module the decision-making process is presented as a step-by-step sequence. Strategies to overcome internal and external obstacles to progress are suggested, and students apply this sequence to their own careers or life decisions.

Module 2--Self-Appraisal

This unit provides students with a series of exercises that helps them identify skills, interests, and values vital in making career decisions. They are shown how in to incorporate this information into a life-style that will allow them to narrow their choices and successfully enter the world of work.

Module 3--Work

Part of the career development process is defining work in a personal way through the recognition of monetary and nonmonetary rewards. This unit provides basic information concerning the world of work and teaches techniques useful in the information-seeking process to ensure efficient gathering of background information about work.

Module 4--Education and Training

Once career plans are set, implementation includes obtaining entry-level education and training. This requires the student to develop skills for identifying a variety of preparation programs and to make use of a systematic decision-making process in order to acquire the necessary training.

Module 5--Transition Skills

This unit presents the basic skills necessary to implement career decisions. Specifically, assertive training, job seeking, resumé preparation, and interviewing are presented. To complete a set of required skills techniques that increase job satisfaction and help in adjusting to the work setting are taught.

Peer Counselors. Faced with budget problems and staffing restrictions the staff of newly organized University Counseling Center at the University of Southern California (USC) turned to the training and deployment of undergraduate peer counselors in an effort to extend its services (Boland and Siegman, 1977). The Center began to offer training programs designed to develop and enhance helping and communications skills for students who would then be prepared to work as peer counselors in the residence halls, the Counseling Center, the Learning Skills Center, the Student Health Center, the Office of Orientation, and agencies serving particular constituent groups such as the Office of International Students, the Associated Black Students, and El Centro Chicano (Mexican-American students).

In this way, a student development program can thus be used to perpetuate itself. Some students who go through the entire, extensive process can serve as helpers in other student personnel programs. The following courses illustrated the developmental sequence.

1. "Self-Concept and Careers:" A two-unit course for undergraduate students, designed to enhance their career development awareness and introduce the importance of the life-planning process.

2. "Internship in Orientation Programs:" An internship program used to provide student assistants with the theoretical background and conceptual approach needed for an understanding of the nature and purposes of orientation and the formal skills required to assist new students in coping with the university environment.

3. "Resident Advisor Development Program:" The traditional RA Training program, enriched by conceptually organized academic content and skills training.

4. "Helpline I:" Basic preparation in crisis intervention, listening skills, and making referrals for students operating the telephone hotline service.

5. "Helpline II:" Advanced training for hotline volunteers and other peer counselors in communication skills, problem-solving techniques, and supervision of Helpline I students.

Individual Development, Placement and Follow Through. A student development transcript can serve as a framework to ensure attention to systematic individual development (Brown and Citrin, 1977). The academic transcript usually serves as a record for student accomplishments and part of a certification process for degrees or credentials. Brown and Citrin further suggest that:

1. A student development transcript be a means for stimulating faculty, staff, and students in institutional goal-setting;
2. The transcript serve as a developmental chart and thus the student use it for self-assessment and subsequently motivate the student to pursue experiences that would promote further growth;
3. The transcript and the requisite assessment process to be used diagnostically either by the student alone or by the institutional staff;
4. The transcript serve as a record of attainments and competencies to be used for job or future schooling applications, much like a painter or photographer uses a portfolio;

5. By providing some index of weaknesses as well as strengths and some indications of avenues for further growth. Transcript by used for further life planning.

There are various formats for a student development transcript that are already in use for recording academic accomplishments. The experiential transcript would include a list of activities and experiences derived on an a priori basis by faculty and staff. It may also be developed by the student alone or in consultation with an advisor. It would consist of a checklist of items derived from both student and advisor. The a priori list would contain a range of experiences intended to move students along a developmental path. Indexes of achievement in academic courses could also be included. Organized extra-classroom programs, such as workshops on life planning and values clarification, could make up another transcript section. More expansive formats could include a checklist related to social development, volunteer activities, and the development of new hobbies and recreational skills. The organizational format of the checklist could consist of several key developmental themes.

Some institutions, may prefer to have the student establish his or her own checklist. The student could be asked to keep a log of activities and experiences that seem pertinent. A personal checklist of alternatives might be the outcome of an advisor-student dialogue. An experiential transcript would be flexible enough to include or exclude evaluative data. It might, on the other hand, be a very personal document being kept only by the student and the advisor and the student retaining the only copy when he or

she left the institution. A competency-based transcript by its very nature would include evaluative data by clearly delineating the tasks that were completed. This approach to establishing a student development transcript can be tied to a contract arrangement, with students specifying competencies to be developed on the basis of their overall goals or specific needs and interests.

Brown and Citrin (1977) also noted that a recent development receiving attention in the academic community is the use of a portfolio. The student, compiles a variety of testimonials, products, experience records, and other items that portray what he or she has been doing. The portfolio may or may not include evidence relating the quality of the student's performance. Research papers, art products, lists of activities, and other items may leave the evaluation up to the reviewer or may simply testify to the kind and variety of activity and not the quality.

The portfolio could very easily be used in conjunction with the competency or experiential checklist. The two checklists, for example, could be used as entry or planning stage tools, while the portfolio could obtain the final record of accomplishments. There are undoubtedly many other possible combinations and uses. Whatever the form, it should be flexible enough to meet individual student and institutional needs.

The IDEAS Program. A broader example of the individual development approach is the Individual Development: Encounter with the Arts and Sciences (IDEAS) program at Austin College in Sherman, Texas (Miller and Prince, 1976). Central to IDEAS is the program called Individual Development (I.D.), a com-

prehensive but personal advising system in which each student has a faculty mentor and through which the concerns of the student, often found outside the classroom, move into the mainstream of the educational program. In this program, the student and the mentor plan a program fitted to the student's individual needs and goals. Individual Development is a process based on the rationale that each student should be actively involved in planning all aspects of his or her education in working toward unity, integrity, and meaningfulness.

The I.D. course begins when the mentor and student jointly assess the student's current level of achievment--and not just in academic areas but also vocational, aesthetic, religious, social, and physical development. With this assessment, they plan the steps needed to reach the student's personal goals and the standards of the college. Assessment and planning, including the preparation and regular updating of a total educational plan, continue throughout the college years, and at the end of the senior year, the student receives one course credit for successfully completing the I.D. program.

Self Advisement. At Wichita State University students become their own advisors (McFarland and Daniels, 1977). A support structure is provided that will promote effective self-advising by students. The self-advising strategies are centered around the Personal Plan and Record book (PPR). It includes the following:

1. The PPR, contains high school and college transcripts, entrance test scores, advanced placement credit, military service credits, etc. It is given to all students at the beginning of freshman orientation. Students are expected to complete the PPR, keep it current, and bring it to all advising and registration events. Records belong to the learner, not the college, and the learner responsibility is encouraged. This permits the college to direct its resources to counseling those who need assistance most.

2. The PPR includes space to record employment, noncredit training, voluntary service, club, civic, and church activities, honors, etc. In this way, all learning is honored and valued and the career planning and job placement function is begun at entry to college.

3. The PPR includes names, addresses, and telephone numbers of the student leader, the faculty orientation consultant, the faculty advisor, and fellow students in the orientation group. This facilitates peer association and role modeling. Sometimes the success of interpersonal relationships is incongruent with the loneliness and frustration experienced later in the academic year, but these frustrations can become a major resource for genuine encounters and personal development.

4. The PPR contains budget worksheets for both money and time. Competing demands for both are a major consideration and the habit of proper budgeting procedures is a lifelong practice of much value.

5. The PPR contains a major section on academic programming, including a list of all programs offered on this campus and a checklist of the requirements for the University's general education curriculum. A page is provided for a self-kept transcript and semester schedules and grade reports can be attached on other pages for a permanent record. In this way the students can defend their projected program in terms of their educational goals and the students' and the institution's needs can be made to coincide. For those who resist this responsibility a creative student-counselor encounter can result.

6. The PPR contains a section of common problems or tasks for the learner to solve. Doing is more effective than telling as students try these tasks, they learn the campus, meet people, gain confidence, etc. Every institution is a bureaucracy and student needs are best served when the student masters the system.

Learning Style Analysis

Higher education has often rejected the implementation of individualized education for financial reasons. Traditional education is extravagantly individualized for teachers rather than for students. Cross (1976) noted that students are expected to adjust their learning pace and abilities to whatever their particular teacher can do or chooses to do. Hunter (1977) concluded from his learning style research that college students vary a great deal with respect to preferred learning styles and affiliations. This variance in learning styles must have impact on the probability of student achievement in college courses. When students are comfortable in their teaching learning interations they undoubtedly enjoy a higher probability of learning.

Learning style analysis has two definite dimensions. First, the institution can use this information for developing alternatives in the educational program. Secondly, the student can be helped to understand his or her uniqueness and be helped to make adjustments to the learning environment.

Various typologies have been developed to (1) provide ways of describing individual personality and (2) allow the "personality types" to be matched with environmental situations and characteristics. Rotter's (1966) locus of control, Witkin's (1977) field dependency, Holland's (1973) vocational preferences are examples of styling constructs that have been suggested. Interest in "personal styling" will likely bring forth more activity in applying extensions of styling approaches to future institutional decision-making and personal problem solving.

At this writing, the most extensively used personal style analysis approach is the cognitive mapping technique developed by Dr. Joseph Hill, President of Oakland Community College. The dimensions of the "cognitive mapping" procedures have grown over the years as Hill explores the nuances and uses. Oakland Community College (Michigan) has utilized the cognitive mapping procedures for institutional and individual student benefits. Computer print outs are used extensively to process cognitive mapping interpretations. Colleges, universities, and community colleges and vocational-technical institutions that have computer technology available to them have adopted or adapted the cognitive mapping procedure. Compared to the two dimensional research oriented approaches of Rotter and Witkin, Hill's cognitive mapping constructs are abstract and complex. His emphasis on "educational science" language for the sake of precision and clarity may have an ironical effect on hindering pragmatic development and use of the system. The American College Testing (ACT) program is currently exploring the use of the system within the context of ACT testing and informational services. If ACT chooses to integrate the cognitive mapping system within their system, some restructuring will probably be necessary to enhance its use and understanding. However, the integrity of the cognitive mapping methodology cannot be maintained if it is reduced to a simplistic, two dimensional system like locus of control and field dependency models.

While Hill has held to a "cognitive focus" in his cognitive mapping development, others will undoubtedly focus on other behavioral and psychological areas. Canfield and Lafferty (1977) state that their Learning Styles Inven-

tory has been devised to measure some of the affective variables that seem to affect learning. Hunter (1977) has suggested that "anxiety" is an important construct to consider in examining learning styles. He further states that the analysis of noncognitive factors will uncover an interactive relationship between various dimensions of style, anxiety, locus of control and with student outcomes of persistence, affiliation and achievement.

Whether personnel workers use the twenty-seven (27) Component Cognitive Style Mapping procedure; the sixteen (16) Dimension Learning Style Inventory (LSI); or another technique just over the horizon, adult learners may come to demand this assistance in their personal problem solving. Likewise, institutions concerned with providing individualized attention for their clientele and adapting to changing needs will utilize similar methods.

On Call Responsive Services. The term "Career Center" has become an umbrella concept for a large variety of institutional facilities designed to aid individuals in their search for a meaningful, satisfying, and realistic choice of life style. The various titles used for such centers are indications of the diversity of functions a career center can perform. Career Information Center, Career Planning Center, Career Resource Center, Career Placement Center, Career Planning and Placement Center, Career Guidance Center and Career Guidance and Placement Center are some of the designations used.

Jacobson (1974) suggests four main reasons for the increasing need for and popularity of Career Centers in educational settings.

1. The demand for career guidance services has increased, but school budgets have not. Career Centers have proved both effective and economical.

2. Students not only want the services, but want them provided in the friendly, informal manner characteristic of career centers.

3. Planned program budgeting and the stress of accountability have made pupil personnel workers extremely sensitive to performance outcomes. Career Centers yield verifiable results.

4. There has been a switch from the counselor helping individuals to providing opportunities for individuals to help themselves, receiving assistance on their own initiative from professional and paraprofessional staff.

Career Centers are generally organized to meet the needs of a specific, well-defined population. Career Centers have been established in educational settings, elementary, junior high, high school, community college, 4 year college and university and trade and technical schools; various local community agencies, churches, senior citizens organizations; and State Social Agencies.

Even rural populations can be served by Career Centers on wheels, large trailers or mobile homes which travel isolated communities. Finally, the business and industrial communities have recognized the career needs of their employees by establishing centers where large numbers of employees are located.

Traditionally, career centers have served a primarily youthful population, emphasizing high school and immediate post high school age groups. More recently, however, there has been an increasing consideration of the needs of the adult population for career services. Parents have begun to use centers in educational institutions for their own purposes. Teachers and counselors use centers for their own benefit as well as their students. Large groups of adults reentering the job market, making mid-career changes, or entering the job market for the first time find career centers valuable resources. Each Career Center, being organized by a particular organization to serve a specific clientele will have distinctive characteristics. Centers may emphasize one program over another, or include certain services and exclude others. In light of the variety of possible services and diversity of populations served there is no one model career center.

Probably the most pervasive service offered in career centers is the career information or career resource library. Centers gather as many of the nonhuman (print and film) resources for which they have the money and space. In educational settings, this is in part a matter of centralizing information already available yet scattered in different institutional locations. There is a large variety of informational packages on the market and their numbers are increasing. A discerning eye is required to find the ma-

terials best suited to an individual center's needs. Additionally, there are a number of resources from which full materials may be obtained. Trade and professional associations produce some of the best materials available. The Federal Department of Labor, State Departments of Labor and Employment Security, as well as college and trade school catalogs provide additional free materials.

As well as providing appropriate and timely career information, many centers are staffed with professionals, paraprofessionals, and volunteers who are trained to act in a consultant role to users of the center. In schools, centers are usually staffed by members of the guidance unit. Paraprofessionals are usually trained by professional staff in attending and communication skills, information giving and information organization skills. In addition, paraprofessional and volunteers are often drawn from the ranks of the population directly served the center. Taking advantage of the sort, many centers offer peer counseling activities as a part of their career counseling service.

A third major service provided by career centers is organized around a group approach. Career Guidance classes may be organized through the center. Teachers may make certain center activities part of their curricular development program. Career explanation groups may be offered to individuals who are searching for a career path. Some centers organize a series of seminars around certain critical topic areas such as job seeking techniques, interviewing skills, or how to fill out job applications. In general, these group techniques provide programmatic ways to handle questions frequently asked but not of an immediate nature.

A fourth function provided through Career Centers and perhaps one of the most important, is that of placement. Center clients can receive placement information and assistance for volunteer part-time, evening, weekend and summer jobs, as well as full-time work. Career Placement Centers often provide placement in work explanation or work experience programs and cooperative education. One major prerequisite for a working placement service is effective and up to date employer dialogue to whom referrals are made. Ordinarily, at least one specialized staff member will concentrate on the placement function.

A fifth career center function is that of appraisal and measurement for Center clients. There are a number of career or occupational interest inventories which can be made available through career centers. Trained staff may recommend and interpret appraisal instruments appropriate to the needs of specific clients. For instance, the Strong-Campbell Interest Inventory (SCII) and Self Directed Search (SDS) are both organized around the occupational classification system developed by Holland (1970). The SCII provides a detailed examination of interests and produces a computerized scoring profile for client use. The SDS can be self-scored by a client and generates a occupational code for the client which can be used in an initial search for occupation. Many centers are now organizing their information classification around the Holland Themes.

Finally, career centers are often able to make use of one of the several computerized career information systems. These systems though expensive enhance the ability of the center to provide an enormous account of individualized information to center clients, leaving the pro-

fessionals and paraprofessionals staffing the center available to deal with the more complex problems of integration and problem solving.

An Example Career Center. The Career Planning and Placement Center at the University of Missouri-Columbia is a good example of a university career center. The CPPC is a unit of the University Counseling Services that provides services to students and the community, as well as counselor training activities for the Counseling and Personal Service programs at the University. The Center is completely voluntary and exists as a drop-in facility as well as a number of outreach programs.

The facility itself is located on the main campus near the Counseling Services. It consists of several offices, a large room in which career and occupational information is organized. A slightly smaller room is used for group and staff meetings and houses the Sunja Career Information System.

The Career and Occupational information is organized according to the six occupational typologies outlined by Holland. An extensive library of books, pamphlets and other materials is available. Complementing this scheme, the Strong-Campbell Interest Inventory, the Self Directed Search, and the Vocational Preference Inventory can be administered at the Center. Other assessment instruments include the Edwards Personal Preference Inventory, The Work Value Inventory, The Missouri Card Sort, the Quick Job Hunting Map, and the Major Minor Finder. The latter instrument is indicative of another prime interest of the center, that of providing information and counsel to assist students in determining an appropriate college major.

The program is administered by the Unit Chief for Career Planning and Placement, and two center Program Co-directors, one of which is primarily responsible for Career Planning functions the other for the placement functions. The staff is made up of a cadre of Career Information and Planning Specialists (CIPS), who are paid through University work-study funds, graduate assistants, PhD level counseling interns, and a number of student volunteers. Duties are divided among the staff according to skills, interests and level training of the staff members.

The CPPC conducts an extensive group program designed to help students conceptualize the process of career exploration and give them some experimental activities in each of the important areas.

Main area of group forces are:

1. Orientation to CPPC resources.
2. Self Exploration including work values, personal values, and the style preferences.
3. Abilities and skills identification.
4. Identification of larger interests through the use of various assessment tools.
5. Discussion making and goal setting strategies.

Groups offered are of varying length, from 2-3 hour single sessions to complete weekend workshops. A Career Planning and Placement Class is also taught under the auspices of the length.

The placement program offers its services to students and alumni from the university not served by an academic departmental placement service at present. This includes primarily Arts & Sciences and Home Economics graduates.

Other programs offered by the CPPC include, outreach activities in which center staff make career oriented programs to housing and classroom groups, individual career counseling by appointment, resource development, special programs oriented to the needs of university and handicapped

students, training and staff development and research and evaluation pro-projects. In addition, a number of special topic seminars are offered periodically through the center.

Other Career Centers. The publication, Career Guidance for Adults: A Planning Manual and Catalog of Programs (American Institute of Research, Palo Alto, 1976) lists a large number of the most successful and viable approaches to career planning and development for adults. Programs were listed based on the results of a comprehensive, nationwide survey. It is a most useful resource for examining the value of approaches, settings, program goals, and activities presented by successful Career Center programs. Three programs are discussed in this resource will be highlighted here.

One center which is oriented primarily to the needs of adults is the Adult Career Resource Center in Palos Hiss, Illinois. Funded primarily by the Moraine Valley Community College, though housed separately from it, the Center provides services aimed at career decision making, entry or re-entry into educational institutions or the job market, and personal growth. Staff consists of a director, a staff counselor and a student personnel assistant. Major center activities include individual and group counseling, individual assessment testing services. An information center includes career development information geared toward adults; catalogs and brochures of local educational resources ranging from short-term courses to graduate studies; reference books and indices relating career requirements to educational programs; and resources for personal growth. Workshops offered Include Adults on Campus, Career Change, New Directions for Women, Employment Reentry and Suddenly Single/Widowed/Divorced.

The Career Planning Center, a part of the Career Education Center of the Continuing Education Program of Ranch Santiago Community College District in Santa Ana, California, is oriented toward continuing education students in ESC, GED, ABE and high school subject classes. The program is staffed by four counselors who provide career testing, counseling and center orientation to their clients. The center includes an extensive career information component including films, pamphlets, career exploration kits and listings of local community resources.

The major program goals are (1) to develop student awareness of continuing education policies, procedure, programs and services and (2) to aid students in career exploration and planning. A primary activity is the Career Planning and Orientation class which consists of four sessions, 1½ hours long on the following topics: (1) Orientation to continuing education; (2) Self awareness and understanding of the lower development process; (3) information on the world of work. labor market trend, and educational programs; and (4) planning a realistic educational program on the basis of information gained through awareness of self, availability of programs, and demands of the labor market.

A program developed specifically for a rural population has been organized as a division for the Oklahoma State Department of Vocational Technical Education in Stillwater, Oklahoma. The Mobile Career Development Program is staffed by a director, two assistant directors, a secretary and six career specialists. It is located in the Kiamichi Area Vocational Technical School in Wilburton, Oklahoma, but the main programs are offered through the

use of 12' X 60" mobile units. Each commercially constructed unit contains two offices, a reception area, a conference/projection room, and storage space. The units are moved from town to town with the use of a two ton truck-tractor owned by the State Department of Vocational and Technical Education and driven by the Careers Specialists.

Each mobile unit contains a full line of audio-visual equipment, cassettes, film strips, slides, film loops, and 16mm films which either describes careers, aspects of the world of work, or show the facilities at vo-tech schools, colleges, etc. The Oklahoma Employment Security Commission provides up-to-date microfilm cards showing job openings, and a program entitled Vital Information for education and work provided career information reflecting local and statewide occupational and educational conditions. Brochures of all vocational technical schools, colleges and training centers in or near the project area are all also available in each unit.

The program is designed to serve not only school age children, but also school dropouts and adults from rural seven county area of South Eastern Oklahoma. Two career specialists are assigned to each mobile unit. They meet local career development needs during th school year through working with school officials, developing publicity, holding orientation programs for a variety of groups, and providing individualized career orientation and counseling for people who enter the center. Close cooperation is maintained with schools, businesses, civic organizations and other services and training agencies in the program area.

System Support Services. As previously noted, a Career Counseling Center is a frequent base of operations. It usually offers self-help programs in such areas as academic skills and career exploration. It may also provide standardized testing for students as a prelude to counseling. Students can go there to get help with their personal and vocational problems, to take noncredit developmental seminars, and to participate in structure, growth-promoting experiences. The following testing services are often available: administration and processing of all psychological tests; coordination of all national testing programs; administration of high school equivalency General Educational Developmental Tests; academic services for the faculty, including scoring of classroom test: administration of challenge examinations for credit for selected university courses. The Center may publicize relevant survey information regarding student and environmental characteristics which have been collected and analyzed.

A Career Counseling Center can increase its service to students by teaching student volunteers the skills they need to serve their peers. These volunteers are thus exposed to a professional career field, and if they are interested, they can get additional training to become paraprofessional staff members. Special structured workshops can provide counseling and interviewing skills to both the volunteers and other campus and community groups which request such training. Center staff often train student affairs workers in consultation skills. In addition, the teams work with students living in residence halls and their advisors. They offer preventive and developmental programs for students; give in-service programs for staff members

on such topics as depression, referral procedures, anxiety, academic difficulties, and social inhibition; and, when necessary, help the staff handle crises.

Consultation is an important support function. Consultation teams of different sizes, composed primarily of Center staff members who have the abilities to handle a particular task, can carry out a variety of responsibilities. They can respond to requests from the faculty and staff for help with assessment, organizational development, outreach programming, or other mental health efforts. Consultants can also share information and resources on women's issues and can be available as joint sponsors of specific programs concerning women's needs. Consultation teams can serve minority students through special outreach programs designed to develop their potential. Team members may establish programs to foster awareness in the community of minority group contributions, feelings, and needs. They can also help to create a university and community environment in which minority students can live and study comfortably.

In-service programs for the Counseling Center's own staff are often concerned with new therapeutic techniques and psychological theories that are appropriate for working with students.

In the academic domain, the Center staff can assist faculty members by training students to use small group discussions as a effective supplement to the lecture technique. Through group participation, students learn to accept more responsibility for their own learning. Faculty members may also take part in programs to improve their instruction methods and learn ways

of creating a sense of group or community within a given class. Student development educators who are skilled at managing group processes can work with teachers in the classroom, too. Those instructors who also function as academic advisors can be given some assistance in learning to work sensitively with students as mentors and role models. As part of the faculty development program, task forces comprised of members from the faculty, college staff, administration, and student development staff can deal with special institutional issues and concerns. Faculty forums can give teachers current information on matters affecting students. The Center staff can provide consultation services to individual faculty members and academic programs on request.

Computerized Career Guidance

In an effort to provide a more complete and effective service to their students, counselors and student personnel workers in the field have been turning to computer technology to ease the impossible burden of keeping abreast of the ever increasing flow of career-related information and resources. The important pieces of career information are compiled on the computer leaving counselors and teachers to more effectively assist clients in meeting their individual developmental career needs. There are five advantages to the use of computers in guidance:

1. Computers provide large capacity for information storage and speedy retrieval. Information can be updated easily and a wide variety of decision variables may be included.

2. Computers ease the manipulation of variables. A wide variety of options may be narrowed by eliminating or reducing criterion considerations. A larger number of options may be created by expanding the range of or adding additional criteria.

3. A well-designed, structured program, which is integrally planned into the guidance program can stimulate conversation concerning career options. The student can effectively engage in a large number of "interviews" in a relatively short span of time.

4. Computers have the potential, largely untapped as yet, of increasing audio and visual stimulation for the student.

5. Computers can monitor and feed back appropriate comments and instructions as the student moves through the computerized process.

Research summaries indicate that several outcomes can be expected from the installation of computerized guidance programs;

- Students will easily use and accept the system with enthusiasm.
- Student-counselor contacts will not decrease. The nature of the exchange will go from concern about general questions to problems of a wide concrete, specific nature.
- Students will show an increase in vocational maturity, self knowledge, occupational knowledge, decision making skills, and specificity of career plans.
- Students will engage in exploratory behavior, such as talking with parents about career plans, reading, and talking with people in the specific occupations of their choice.

While the cost of the basic hardware is being reduced, computerized guidance systems are quite expensive. The process of software development is also complicated and time-consuming. Consequently, initial development of systems is often undertaken by consortia of interested potential users of large corporate firms with adequate financial support. A number of the systems developed have been supported by funding from federal sources. Another method of supporting and marketing computerized guidance system is to include a large package of important administrative programs, and thus make support of the system more attractive to administrators. The enormous expense of instituting computerized guidance programs ($3-$6 per student per year, or $2-$4 per student per hour) seems to be the major barrier to wider implementation at this time.

Most of the computerized systems created so far have placed their emphasis on school age populations, usually beginning with junior high school and including a major concentration on high school career development. A few systems have been designed for the community college and college age group. Fewer yet address specific adult needs, though many of the secondary and

college-oriented systems could be readily adapted to serve an adult population.

Major Systems. Kroll (1973) analyzed and described the major developments in the field. All the systems noted use time sharing computer delivery, a method in which a single central computer is accessed via remote terminals by multiple users. Students interact with the computer on either a Cathode Ray Tube(CRT--like a TV screen) with a keyboard console or light pen on a teletype-like terminal. Most systems offer the option of including a printer to produce hard copy of the material generated by user interaction with the system.

Most computer guidance systems support curriculum-based strategies and individual development. The computer's ability to answer questions concerning specific occupations or schools and colleges on an as-needed basis could support an on-call service. The curriculum based component of computer guidance systems appears in two major ways. First, is the capability of these informational systems to be integrated with a course in career development. Students may be assigned to complete some or all of the guidance package as one of the course requirements. Secondly, there is the sequential, curricular nature of the systems themselves. Material is presented in a didactic, yet flexible and individualized format. Teaching modules regarding decision making skills, values orientations and other "quasi" curricular areas can be presented. Individual development is enhanced by the capacity, to respond uniquely to each individual based upon previous responses to computer and user-generated data as well as a student's individual test and grade record

stored on the computer. Each system has a different degree of this type of individualization built into it.

Also, there are a number of administrative functions which can be a peripheral part of the computer guidance package. Student records maintenance, master scheduling, registration and computer assisted instruction are other aspects of the system support function.

Computerized Vocational Informational System (CVIS). CVIS was designed as a comprehensive computerized guidance package. The basis of CVIS is an interactional, vocational and educational package for high school and junior college students. The program includes ten major modules:

1. Vocational Exploration. Students can explore and receive information on 450 occupations.
2. College Planning. Students can explore their interests in higher education and match them with admissions and general information on over 1300 four-year colleges.
3. Community College. Students can get information about two-year colleges in their local area.
4. Technical and Specialized School. Students explore trade-oriented schools in a manner similar to that used in the four-year college module.
5. Apprenticeship. Students can examine localize apprenticeship information.
6. Local Jobs
7. Military Information
8. Select-a-Course. Students can examine courses offered and register for the courses they want.
9. Junior High School Vocational Exploration. Students do self-exploration with items based on Holland's Vocational development theories.

10. Student Self Exploration. Community College students can review their academic record and relate it to their academic plans.

In addition to these student programs, a number of administrative programs enhance the appeal of CVIS as a generalized information processing tool for schools. Included are:

- Student Record Storage and Retrieval
- Record Add/Update
- Student Scheduling and Registration
- Community College and Registration
- Attendance Reporting

Most modules can be adopted and modified for local use. With proper programming support, the system is quite flexible.

Enough school districts and agencies have initiated use of the CVIS system to enable a CVIS consortium of users to be formed. Benefits for members include updating of college files by the American College Testing (ACT) program, publication of a quarterly newsletter and an annotated directory of users.

Oregon Career Information System (OCIS). OCIS is probably the simplest of the computerized delivery systems in terms of programming sophistication. At the same time, it is probably the most readily adaptable to the needs of the middle adult population. OCIS is designed as a comprehensive statewide data access method. In Oregon it is being used not only in secondary schools, but also in community colleges, four-year colleges, offices of the state employment service, and prisons.

OCIS is made up of five interrelated components:

1. Quest: a 25-item introductory questionnaire which helps students explore occupations related to self assessed interests and abilities. Quest is also available in a needle sort version.

2. Descriptions: brief 300 word summaries about each of the 230 occupations (covering over 80% of Oregon's occupations) as well as local, state and national job market information.

3. Educational and training opportunities in Oregon for each occupation in the system.

4. Bibliography: refers students to the most pertinent general and specific publications for each occupation in the system.

5. Visits: produces the names of local people available to discuss respective occupations with interested individuals.

All information is stored on one of several regional computers. Users statewide can access the system through telephone lines hooked up to teletype machines. A large effort is made to keep data accurate, current, and reliable. User interaction is relatively simple and straightforward. The basic product of OCIS to the user is a hard copy list of occupations (usually 10-30) which meet the criteria specified by answers to the QUEST questionnaire. This process can take from 20 minutes to over an hour, and may be repeated as often as necessary.

The system, nearly fully operational in Oregon, has been designed with maximum transportability in mind. Currently, eleven states are in the process of adapting the Oregon Model. Personnel from the OCIS program will provide training and consultation for development of the OCIS system.

System of Interactive Guidance and Information (SIGI). SIGI, designed at Educational Testing Service in Princeton, New Jersey, is aimed primarily at students in junior and community colleges. SIGI is one of the first systems

to emphasize the importance of individual values in the process of making career decisions, though it is apparent that more research must be done to clarify this relationship.

Values is the first of four sections which make up SIGI. This section leads the students to a priority ranking of a list of 10 occupational values. Thereupon, the student plays realistic occupational value games, characterized by a number of values dilemmas. The computer keeps tabs on the decisions made in the game and points out inconsistencies between game choices and initial ranking of values. Students may adjust their values ranking, resulting ultimately in a profile describing the student's individual value system.

The second section, Information, has two parts. The first, Locate, enables the student to generate a list of occupations which will fit a pattern described by any five of the values derived at in the previous section. Different occupational lists may be generated by changing the values choices. The Compare sub-section allows the student to look at a great variety of information about any three occupations simultaneously. Data available includes income, educational requirements, personal satisfactions, work activities, conditions and employment outlook.

The third section, Prediction, helps students look at the percentages of students entering the local community or junior college with test scores and previous marks like theirs and who have received marks of A, B, C or below C in selected curriculum or key courses. The predictions are based on local data and presented in such a way as to emphasize that interpretations may vary from student to student.

The fourth section, Planning, helps students look at the steps necessary to become employed in an occupation they choose.

SIGI is designed to run on the new mini computers, the prototype of which is the PDP 11/20. Operating costs have been estimated at $5 per terminal hour with 1200 hours of use per year. The most current rental rate for SIGI software is $1800 per year. Working at a CRT, a student may complete the total SIGI program in about four hours of terminal time.

Discover. Discover is the most recent and most sophisticated of the computerized theories of Tiedman and Super and the classificational scheme devised by Holland, the basic system was designed for a secondary school population. However, a significant revision is being made to adopt the modules to a college and adult population. The college programs are slated to be operational in June of 1978.

An outline of the modules included in Discover gives some indication of the variety and sequence of activities available to students using the system:

1A. Understanding my Values
1B. Playing a Values Game

2A. Learning to Make Decisions
2B. Practicing Career Decisions

3A. Learning how Occupations can be grouped
3B. Browsing occupations

4. Reviewing my interests and strengths

5. Making a list of occupations to explore

6. Getting Information about Occupations

7. Narrowing my list of occupations

8. Exploring specific career plans
   a. local jobs
   b. financial aids
   c. apprenticeships
   d. four-year college information and search
   e. community and junior colleges
   f. graduate and professional schools
   g. technical and specialized schools
   h. continuing education
   i. military information and search

Probably the best way to describe Discover is that it is flexible. Modules may be entered in sequence or individually. Many modules include branching programs which give the user several options or paths to the information they want to get. Additionally, the computer is set up to monitor student learning and provide additional information or exercises as may be needed. A student may need as many as 15 to 20 hours to complete the full Discover Package, though most students, being selective, would use far less.

The administrative packages enhance the flexibility of the system in the areas of schedule changing, maintenance of the school master schedule, building, updating and modification of student records. These modules, as well as those in the student interaction section, are written in a language which permits easy local modification of any and all data in a given data file or a program module.

Discover has been implemented at the College of DuPage in Illinois and the University of Evansville in Indiana. Preliminary evaluations at both settings have been positive.

The comprehensive, flexible nature of the Discover package requires the use of a medium to large sized computer, as well as phone lines, remote terminals (if leasing computer time) and personnel. The rental of the software

package is currently $8250 per driving computer. Thus, a consortium of users through a central computer seems to provide the most economical use of the system.

PART IV

A COMPREHENSIVE CAREER GUIDANCE PROGRAM MODEL

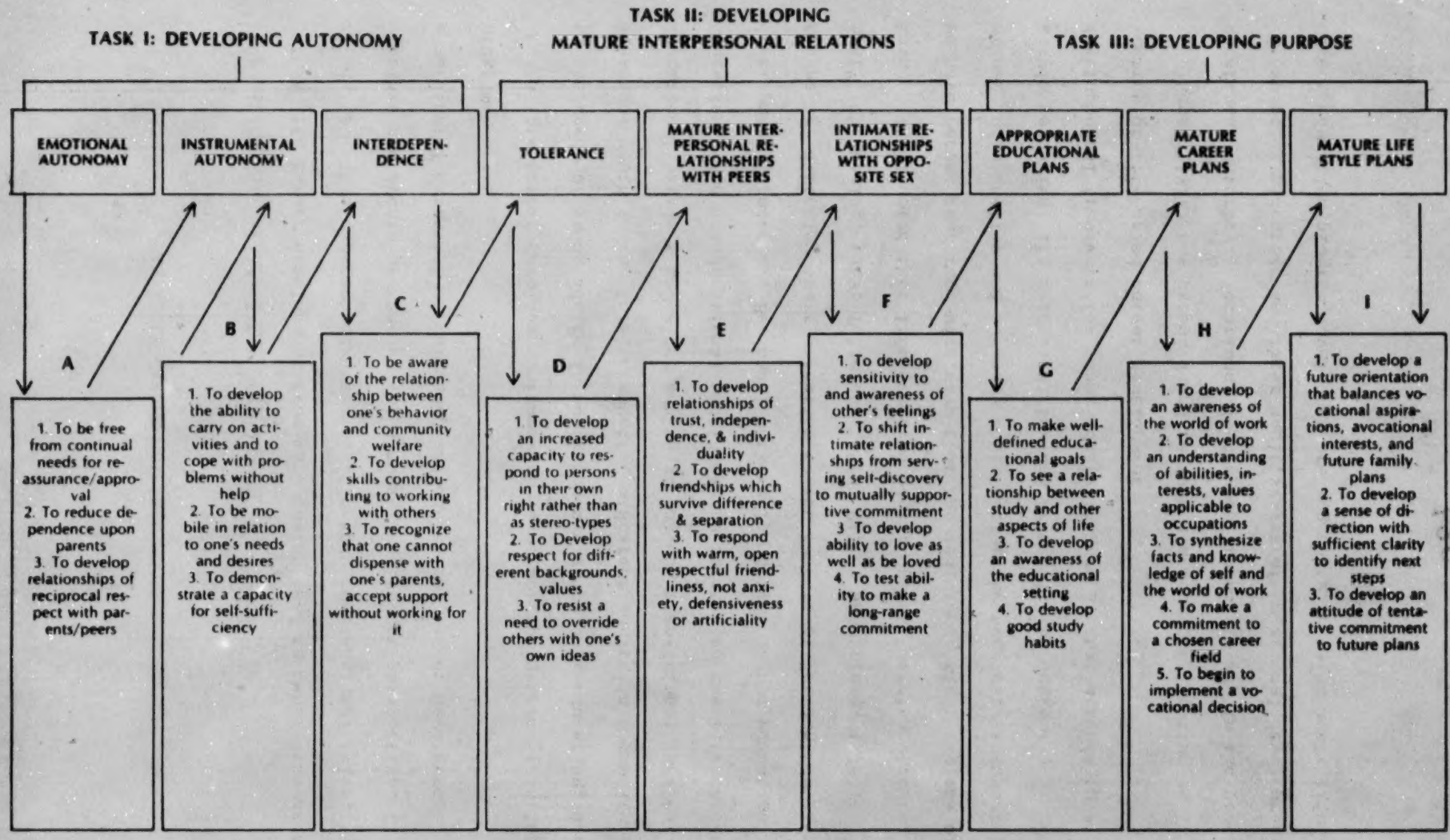
Proposition One: Life Career Development

A life career development framework can be used to assess the needs of adults. This approach ensures (1) life span coverage; (2) roles, settings and events awareness; (3) a human development perspective; (4) a meaningful extension of childhood and adolescent career development programs.

A life career development framework seems appropriate for relating to the needs of young adults in postsecondary and higher education, out-of-school youth in the local community, midcareer adults in community/educational settings and older adults in various transitional locales. Educational and noneducational models can be related to the life career development framework. Personnel workers in various higher education groups are directing their attention to the concept of "student development" (Chickering, 1969; Tollefson, 1975; Miller and Prince, 1976). Raines (1974) noted that life-centered education was emerging because we have become concerned with ways that the individual might express his or her individuality and autonomy while making the necessary transactions within pervasive life roles. Miller and Prince (1976) suggest a developmental framework for young adults (Figure 3) that attends to a segment of life spand career development.

Super (1977) has extended and refined his conceptualization of vocational maturity. Vocational development theorists are in the process of exploring midcareer and later adult stages of vocational development. Career education program developers are beginning to match adult life

DEVELOPMENTAL TASKS OF YOUNG ADULTS


TASK I: DEVELOPING AUTONOMY
TASK II: DEVELOPING MATURE INTERPERSONAL RELATIONS
TASK III: DEVELOPING PURPOSE
EMOTIONAL AUTONOMY
INSTRUMENTAL AUTONOMY
INTERDEPENDENCE
TOLERANCE
MATURE INTERPERSONAL RELATIONSHIPS WITH PEERS
INTIMATE RELATIONSHIPS WITH OPPOSITE SEX
APPROPRIATE EDUCATIONAL PLANS
MATURE CAREER PLANS
MATURE LIFE STYLE PLANS
A
1. To be free from continual needs for reassurance/approval
2. To reduce dependence upon parents
3. To develop relationships of reciprocal respect with parents/peers
B
1. To develop the ability to carry on activities and to cope with problems without help
2. To be mobile in relation to one's needs and desires
3. To demonstrate a capacity for self-sufficiency
C
1. To be aware of the relationship between one's behavior and community welfare
2. To develop skills contributing to working with others
3. To recognize that one cannot dispense with one's parents, accept support without working for it
D
1. To develop an increased capacity to respond to persons in their own right rather than as stereo-types
2. To Develop respect for different backgrounds, values
3. To resist a need to override others with one's own ideas
E
1. To develop relationships of trust, independence, & individuality
2. To develop friendships which survive difference & separation
3. To respond with warm, open respectful friendliness, not anxiety, defensiveness or artificiality
F
1. To develop sensitivity to and awareness of other's feelings
2. To shift intimate relationships from serving self-discovery to mutually supportive commitment
3. To develop ability to love as well as be loved
4. To test ability to make a long-range commitment
G
1. To make well-defined educational goals
2. To see a relationship between study and other aspects of life
3. To develop an awareness of the educational setting
4. To develop good study habits
H
1. To develop an awareness of the world of work
2. To develop an understanding of abilities, interests, values applicable to occupations
3. To synthesize facts and knowledge of self and the world of work
4. To make a commitment to a chosen career field
5. To begin to implement a vocational decision
I
1. To develop a future orientation that balances vocational aspirations, avocational interests, and future family plans
2. To develop a sense of direction with sufficient clarity to identify next steps
3. To develop an attitude of tentative commitment to future plans

Miller and Prince, 1977

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(DEVELOPMENTAL TASKS = Those Behaviors Students Need to Accomplish While in College)

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cycle needs with their program objectives (McCoy, 1976). See Figure 4. Adult development research and theory by Levinson, Neugarten, Brim and others have stimulated adult program development in counseling. For example, Schlossberg (1977) is systematically exploring procedures for counseling adults in crisis transitions.

The life career development model in Career Guidance in Georgia (Dagley and Hartley, 1975) seems appropriate. This model consists of three domains: Interpersonal Skills, Work and Life Skills and Life Career Planning Skills. It can be used effectively with all ages and cover the human development needs along the lifespan.

Proposition Two: A Process Model

Utilize a process model that enables program activities to be related to an objective based approach for program planning, implementation, and evaluation. A process model that identifies major areas of responsibility has been suggested (Gysbers and Moore, 1975). A modification of this process model follows:

1. Curriculum based strategies
2. Individual development, placement, and follow through
3. On call/responsive services
4. System support services

The model can deal with general career development outcomes, personalized development of each individual, unique and changing needs of individuals or groups and management and organization of the career guidance system within an institutional or agency setting.

Figure 4

ADULT LIFE CYCLE TASKS/ADULT CAREER EDUCATION PROGRAM RESPONSE*

Developmental Stages	Tasks	Program Response	Outcomes Sought
Leaving home 18 - 22	1. Break psychological ties. 2. Choose careers. 3. Enter work. 4. Handle peer relationships. 5. Manage home. 6. Manage time. 7. Adjust to single life.	1. Personal development, assertive training workshops. 2. Career workshops, values clarification, occupational information. 3. Education/career preparation. 4. Human relations groups. 5. Consumer education/homemaking skills. 6. Time/leisure use workshop. 7. Living alone, creative divorce workshops.	1. Strengthened autonomy. 2. Appropriate career decisions. 3. Education/career decisions. 4. Healthy social interaction. 5. Informed consumer, healthy homelife. 6. Wise use of time. 7. Fulfilled single time.
Becoming Adult 22 - 30	1. Select mate. 2. Settle in work, begin career ladder. 3. Parent. 4. To get involved in community. 5. Consume wisely. 6. Homeown. 7. Socially interact. 8. Adjust to single life.	1. Marriage workshops, TA. 2. Management, advancement training. 3. Parenting workshops. 4. Civic education; volunteer training. 5. Consumer education, financial management training. 6. Homeown. 7. Human relations groups. 8. Living alone, divorce workshops.	1. Successful marriage. 2. Career satisfaction and advancement. 3. Effective parents; healthy offspring. 4. Informed, participating citizen 5. Solvency. 6. Satisfying home environment. 7. Social skills. 8. Fulfilled single state.
Midlife Reexamination 30 - 45	1. Search for meaning. 2. Reassess marriage. 3. Reexamine work. 4. Relate to teenage children. 5. Relate to aging parents. 6. Reassess personal priorities and values. 7. Adjust to single life.	1. Search for meaning workshops. 2. Marriage workshops. 3. Mid-career workshop; use of occupational library and resource persons as models. 4. Parenting: focus on raising teenage children. 5. Relating to aging parents workshops. 6. Value clarification; goalsetting workshops. 7. Living alone, divorce workshops.	1. Coping with existential anxiety. 2. Satisfying marriages. 3. Appropriate career decisions. 4. Improved parent-child relations. 5. Improved parent-child relations. 6. Autonomous behavior. 7. Fulfilled lives.

McCoy, 1976

Figure 4 - Continued

ADULT LIFE CYCLE TASKS/ADULT CAREER EDUCATION PROGRAM RESPONSE*

Developmental Stages	Tasks	Program Response	Outcomes Sought
Restabilization 45 - 55	1. Adjust to realities of work. 2. Launch children. 3. Adjust to empty nest. 4. Become more deeply involved in social life. 5. More vigorous participation in community concerns. 6. Handle increased demands of older parents. 7. Manage leisure times. 8. Manage budget to support college-age children and ailing parents. 9. Adjust to single state.	1. Personal, vocational counseling, career workshops. 2. Parenting education. 3. Marriage counseling/workshops. 4. Human relations groups. 5. Civic and social issues education. 6. Geronotology workshops. 7. Leisure use workshops. 8. Financial management workshops. 9. Workshops on loneliness and aloneness.	1. Job adjustment. 2. Civil letting go of parental authority. 3. Exploring new sources of satisfaction. 4. Effective social relations. 5. Effective citizenship. 6. Better personal and social adjustment of elderly. 7. Creative use of leisure. 8. Solvency. 9. Mental health.
Preparation for Retirement 55 - 65	1. Adjust to health problems. 2. Deepen personal relations. 3. Prepare for retirement. 4. Deepen avocational interests. 5. Finance new leisure. 6. Adjust to single state.	1. Programs about nutrition, health. 2. Human relations groups. 3. Prereitrement workshops; investment, insurance classes. 4. Art, writing, music courses in performing and appreciation; sponsered educational travel. 5. Money management training. 6. Workshops on aloneness and loneliness.	1. Healthier individuals. 2. Effective social skills. 3. Wise reitrement planning. 4. Satisfaction of aesthetic urge; enjoyment of travel; broadening of knowledge. 5. Solvency. 6. Mental health.
Retirement 65 -	1. Disengage from paid work. 2. Reassess finances. 3. Be concerned with personal health care. 4. Search for new achievement outlets. 5. Manage leisure time. 6. Adjust to more constant marriage companion. 7. Search for meaning. 8. Be reconciled to death. 9. Adjust to single state	1. 4, 5, 6. Workshops on retirement, volunteering, aging; conferences on public issues affecting aged. 2. Financial management training. 3. Health care programs. 4, 7. Religious exploration. 8. Courses on death and dying; training of persons caring for dying; counseling of the bereaved; help in dealing with grief. 9. Workshops on aloneness, loneliness.	1. 4, 5, 6. Creative, active retirement; successful coping with life disengagement; public policies responsive to needs of aged. 2. Freedom from financial fears. 3. Appropriate health care. 7. Help in search for life's meaning. 8. Philosophic acceptance of death, help in caring for dying and handling of grief.

McCoy, 1976

Process Model Examples

Curriculum Based Strategies
- Career Planning & Employability - credit course
- Assertiveness Training - workshop
- Achievement Motivation - short course

Individual Development, Placement & Follow Through
- Career portfolio
- Cognitive style mapping
- Credit banking

On Call Responsive Services
- Telephone informational services
- Computer assisted occupational information
- Financial aid advisement

Systems Support Services
- Staff development
- Community advisory committees
- Public relations and education

The process model has been used throughout Parts II and III as a means to review program activities in various postsecondary and adult settings.

Proposition Three: Personnel Functions & System Factors

Program functions of personnel can be identified and related to live career development objectives and process responsibilities (See Propositions One and Two). Staff can use program functions as a means to manage their career guidance roles. Budgeting, facilities/resources allocation, staff development and other program implementation concerns can be attended to from this perspective.

In 1965 the National Committee of the Appraisal and Development of Junior College Student Personnel Programs studied student personnel programs in junior and community colleges. Twenty-one basic student personnel functions were identified by this study (1967). Jonassen and Stripling (1977)

used a Delphi technique to update the community college student personnel services priorities in Florida. Thirteen functions were added to the original twenty-one functions by a Delphi process. A ranking of practitioners idicated a need for change and an acceptance of new responsibilities to meet the needs of students and faculty in the next decade. The rankings showed greater emphasis is being placed on student development rather than student regulation. Functions such as student counseling, career information and decision making, and student development, which focus on the growth and development of students, were at the top of the list, whereas social and academic regulation were rated near the bottom.

Observations of other institutions and agencies serving adults have noted similar trends. Employability, vocational evalution, and basic skills development are valued in non academic settings. Client advocacy, current accessables information, and life survival skills are additional valued functions of middle-older adult oriented agencies. Approximately 30 to 40 functions can be identified for most comprehensive career guidance and counseling programs. (See pp. 128-129.)

The organizational setting within which the career guidance program operates includes various factors that will facilitate or impede program development. These factors cannot be separated and must be taken into consideration. (See page 130.) An analysis of program functions and institutional factors if helpful in planning and evaluating a comprehensive career guidance program.

COMPREHENSIVE CAREER GUIDANCE: POSTSECONDARY

Part I

Inventory of Program Functions

1. Attendance Information
2. Educational Testing
3. Applicant Appraisal
4. Applicant Consulting
5. Student Induction
6. Registration
7. Personnel Records
8. Group Orientation
9. Student Advisement
10. Student Counseling
11. Career Information
12. Basic Skills Diagnosis/Development
13. Academic Regulation
14. Public/Community Resources
15. Student Self-Government
16. Co-Curricular Activities
17. Community/Citizenship Activities
18. Recreation/Leisure activities
19. Health Appraisal/Education
20. Health Clinic Services
21. Financial Aids
22. Housing
23. Cooperative Placement
24. Placement
25. Non-Student Counseling
26. Program Articulation
27. Program Evaluation
28. Staff Development/In-Service Education
29. Administrative Organization
30. Vocational/Career Evaluation
31. Learning Style Analysis
32. Study Skills/Tutorial
33. Curriculum development
34. Teaching
35. Information Center Management
36. Special Population Services
37. Paraprofessional/Peer counseling
38. Student Development
39. Change Agent
40. Faculty/Staff Consultation

COMPREHENSIVE CAREER GUIDANCE: ADULT

Part I

Inventory of Program Functions

1. Attendance Information
2. Participant Consultation
3. Orientation
4. Registration
5. Credentialing
6. Advisement
7. Counseling
8. Career Information
9. Baisc Skills Diagnosis/Development
10. Life Skills Development
11. Recreation/Leisure Activities
12. Health Education
13. Financial Advisement
14. Job Placement
15. Program Articulation
16. Adult Learner Needs Assessment
17. Staff Development/In-Service Education
18. Administrative Organization
19. Vocational/Career Evaluation
20. Learning Style Analysis
21. Curriculum Development
22. Advocacy
23. Community Resources Coordination
24. Teaching
25. Special Population Services
26. Staff Consultation
27. Participant Personal Development
28. Study Skills/Tutorial
29. Program Evalation
30. Information Center Management
31. Cooperative Education
32. Child Care Administration
33. Paraprofessional/Peer Counseling
34. Community/Citizenship Activities
35. Public/Advisory Committee Relations
36. Educational Placement
37. Referral Agency Coordination
38. Special Programs Administration
39. Change Agent
40. Health Clinic Services

Part II

Program Development Factors

Directions: A variety of factors have been identified which can have impact upon the development of comprehensive counseling, guidance, placement and follow-up programs. Please indicate your judgement of the relative impact of various factors by placing a check mark (✓) on the scale for each factor.

Factors	Relative Impact Upon Program Development				
	Very Positive 5	Generally Positive 4	Adequate 3	Generally Restrictive 2	Very Restrictive 1
Physical facilities					
Equipment					
Clerical assistance					
Size of staff					
Holding power for qualified staff					
Clarity of institutional goals and policies					
Faculty concurrence with institutional goals and policies					
Clarity of staff roles					
Support from administration					
Support from faculty					
Response of students					
Staff development/training					
Workable ideas and programs					
Identification of supportive data to stimulate development					
Professional competency of staff					
Staff cohesiveness, cooperation and communication					
Community support and interest					
State coordination and leadership					

Proposition Four: Postsecondary and Adult Linkage

Utilize state, regional and local organizers to bring postsecondary institutions and adult settings together. Postsecondary institutions and adult agencies/services need to find ways to communicate, relate, and sometimes, integrate their activities. Consortia, networks and brokering approaches may be needed to meet the needs of the varied and extensive organizations that are currently emerging.

The most difficult problem in providing comprehensive guidance, counseling, placement and follow-through programs for adults is in organizing a system for communication and coordination. Gould (1973) recognized (1) the need to locate gaps, weaknesses and stimulate corrective action; (2) the need to set standards for producers and users of adult services; (3) the need to provide an inventory of resources within an area; (4) the need for aid in establishing credit equivalencies; and (5) the need for leadership in publicity, program improvement and research. It is very unlikely that there will be a simple solution to such a complex problem--or even a "grand plan" solution. Peterson and Hefferlin (1975) suggested a "grand plan" for the state of California.

> RECOMMENDATION THIRTEEN: To meet the full range of adult learning needs in the state, the Legislature should appropriate developmental funds to create a Comprehensive Adult Learning Service, consisting of information and counseling services, and individualized learning program, and validation of learning services. The services should be provided under the auspices of a new independent institution. p. 139

The tremendous lifelong adult learning needs and the failure of existing institutions to respond appropriate together have stimulated planners to explore new options. While there have been exceptions, two educational movements, with heavy adult learner commitments may have become embedded in their past and "blown their chance" for the new

perspective of lifelong learning. The community college and the vocational-technical schools rejected the junior college image but continued to emphasize two-year programs. They should have been viewed as a "fifty-year college not a two year college" (Gould, 1973). Similarly, university continuing education (extension services) was originally farm family information oriented and its growth has usually been media centered. The potential for the community college and the university continuing education system remains but they will have to overcome their restrictive image of the past.

Adult education programs associated with secondary schools have usually been viewed as adjunct programs in most communities. As elementary school enrollments drop, some planners suggest that the school districts' adult focus be in the elementary school (McClusky, 1974) and thus become a more local and less threatening program.

The public library has become a popular organizer for some planners. While its central location and non-threatening atmosphere are attractive to many, the fact that it is not a credit granting institution is its basic power. Peterson and Hefferlin (1975) state:

> In the event the Legislature is persuaded that the information and counseling service should not be combined with the individualized learning and validation programs, our recommended sponsorship pattern then would be the State Library to administer the information and counseling service and the New Independent Institution...to operate the individualized learning and validation programs...p. 139.

The public school districts and systems of higher education control most public funding and educational policy making. Evidently, the brokering advocates envision the libraries as a complimentary sponsor and not a competitor for funds and crendentialing. The established educational institutions and helping agencies may soon discover the libraries and suggest that they "cut out the middle man".

In the end, again, it all comes down to money. Who will fund life-long learning and career development activities to the extend that they are comprehensive and personalized for the total population? So far attempts to equalize life career development opportunities for all have failed.

Until social, political, and economic factors change appreciatively, comprehensive career guidance programs in adult settings will continue to be considered separately, even though there may be overlap in activities, staffing, and facilities. Elementary education, secondary education and higher education have not accepted "adult education" as an equal. In fact, separate but equal adult education may be the downfall of a truly lifelong education perspective. The separate adult education and career guidance programs that presently exist are certainly not adequate; although more of the same programs is not the answer, this may be what is generated if new monies are given to the current adult education and postsecondary institutions without encouraging new conceptualizations and commitments.

The coming press for lifelong education may bring about a change in this perspective; but at this point in time, two separate strands continue to demand attention. It is not likely that the public will fund a "grand plan" that is equivalent to public school and higher education financing as in California.

An evolution that chips away at the obstacles is more likely. A voucher plan for unemployed or displaced adults may be a start (Bushnell, 1973). Assistance for special populations spearheaded by human rights groups will stimulate comprehensive career guidance programs. Currently three major groups--the women, the handicapped and the aged are

assertively demanding programs to meet their life career development needs. Creative management of these human rights programs will be the forefunner to lifelong career guidance for all, especially adults.

Adults may no longer have to be unemployed, mentally ill or public offenders to get their fair share of services. The greatest shortcoming of counseling and guidance programs today is that they terminate upon completion of one's formal years of education when they should be made available to anyone who needs them (Bushnell, 1973). Human rights group's programs, union contracts, employee development, voucher purchase plans and the like may become interfaced with traditional postsecondary education and community agency programming as a transition to a fully funded lifelong education grand plan.

State leadership, with federal support and encouragement, is presently needed to bring resources together. Regional and local plans of varying structures would seem to be more promising than a simplistic, one tactic approach. Identification of the qualities to be provided would seem to be the basis for sanctioning a regional or local comprehensive career counseling, guidance, placement and follow through system. The life career development framework and the career guidance process model are suggested as organizers for determining the desired qualities.

The need for better career guidance program offering, economical funding and public accountability will stimulate, encourage, and eventually demand more cooperative efforts in the future.

Proposition Five: An Action Plan

Identify some critical elements so that some comprehensive career guidance objectives can be implemented immediately. Priorities need to be established. An action plan should consist of a systems approach

that is cybernetic in nature so that feedback can be received on field test components while planning continues. Impulsive actions will misdirect efforts and waste resources, while on the other hand, the perfect master plan can never be developed. "Planning is what we do so we know when we changed our minds." This may be a sage comment in light of the exploration that lies ahead.

An example of three critical elements that may be of immediate use are (1) needs assessment procedures; (2) computer technology; and (3) career guidance centers. Needs assessment procedures that are sensitive to life span and career development needs can be used in ongoing career guidance and counseling program activities. Previous needs assessment procedures have mostly been limited to adult education course surveys and demographic surveys of adult characteristics. The implementation of a Process Model (see Proposition Two) can only be effectively achieved by utilizing needs assessment procedures that are related to career guidance functions. Needs assessment studies that are directed toward justifying attention being given to the adult population have already received sufficient attention. The need for adult career guidance has been well established. However, there are many different types of needs assessment procedures that need to be incorporated into the career guidance process. Program planning and personal planning can benefit from various needs assessment procedures.

It will be difficult to move toward comprehensive career guidance programs without computer systems for support. Career guidance settings must utilize computer technology to (1) equalize adult access to information; (2) provide individualized/personalized data banking; (3) allow individual interaction and analysis related to problem solving and decision making.

The adult who does not attend formal educational institutions does not have access to support systems for his or her life career development. Career guidance centers, placement services and counseling services are often embedded within educational institutions. Computer technology can bring together many critical elements needed to support adult agencies and settings in their comprehensive career guidance efforts. Often traditional postsecondary institutions can cooperate with adult agencies to fund and operate such facilities. Granted, computer technology is only one means to provide for comprehensive career guidance but it must emerge in concert with other aspects of program development. The need for computer technology is greater for adult programming because if the nature of adult career development needs, e.g., diversity, complexity, long-term continuing requirements, personal autonomy.

Career guidance centers need to be established for postsecondary youth and adults. Postsecondary institutions are currently active in creating such centers. Centers need to be structured so that they can accomodate nontraditional adult learner needs or separate adult facilities will need to be created and organized. A Career Guidance Center is the base for clientele to seek out as well as a base from which counseling and guidance staff can reach out. A Career Guidance Center becomes the vehicle to implement the "process model" discussed in Proposition Two.

There are other elements that may be equally important for immediate action. The important point is for personnel workers to get into action in a meaningful and planful way toward creating comprehensive counseling, guidance, placement and follow through programs.

Proposition Six: Methods for Adults

Identify and/or develop critical processes and systems that are uniquely beneficial to adult populations. While some approaches are basic to all human needs, a differing emphasis, adaptation, or completely new strategies may be needed. For example, Valley (1977) noted that for adults who are returning to formal education with many years of experiential learning behind them, particularly in the form of responsible, varied, and successful work experience, the integration of this experience with career development represents challenges somewhat different than for the tranditional undergraduate. As postsecondary education moves ahead to embrace experiential learning, the adult learner may react differently than the "experientially-poor" adolescent.

Waters and Goodman (1977) contend that there is not an abundance of occupational information that is specifically for adults. Conversely, Bolles and his associates (1974) have developed techniques and materials for professional and managerial level job changers that are being adopted to other populations. Similarly, developments directed toward facilitating career exploration for girls and women can be expanded and include men. Assertiveness training is a prime example.

The nontraditional educational programs and the unique career needs of adults bring a focus toward aspects of self directedness and individuality. Procedures such as Holland's Self Directed Search (1970) will need to be developed. Cognitive style mapping or learning style analysis may become as routine as the social security number. The press for being accountable to the individual adult will require a new perspective for methods priorities.

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APPENDIX A:

Needs Assessment

me _____ Location _____ Date _____

vised 6/77

LIFE CAREER DEVELOPMENT NEEDS SURVEY: YOUNG ADULT

Earl J. Moore and Timothy B. Duthler

is survey examines various areas of adult needs or require-nts. It is designed to determine the level of need in each ea and to identify areas in which assistance is desired.

INSTRUCTIONS

e black lead pencil only (#2 or softer). DO NOT use ink ballpoint pens. Make heavy black marks that FILL CIRCLE mpletely. Make no marks except within the circles. mplete Steps 1, 2, and 3 for each item.

ep 1. Read each item carefully. Does this item represent an area of HIGH NEED or LOW NEED for you? Fill in the circle indicating your answer of HIGH NEED or LOW NEED for each item.

ep 2. If you answered HIGH NEED for an item, does this area require immediate attention? Fill in the circle indicating YES in the URGENT column to identify a most pressing need.

ep 3. Is assistance desired in meeting this need? Whether you answered HIGH NEED, LOW NEED, or URGENT for an item, you might desire assistance through services such as individual counseling, special courses, or relevant information. Fill in the circle indicating YES in the ASSISTANCE column if you would like help in this area.

Print your Social Security Number in the blocks. Fill in the appropriate circles completely.

⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

Please mark your Sex and Age

Sex: ○ Male ○ Female

Age: ○ Below 20
○ 20 - 30
○ Over 30

need:

	HIGH NEED	LOW NEED	URGENT YES	ASSISTANCE YES
. to know more about post-high school educational alternatives, e.g., college/vocational-technical schools, training programs, military	○	○	○	○
. to learn how to register and vote in my community	○	○	○	○
. to learn how to prepare a career resumé	○	○	○	○
. to know how to speak up for myself--be more assertive	○	○	○	○
. to develop my job interviewing skills	○	○	○	○
to feel lonely less often	○	○	○	○
to know how to communicate better with my family	○	○	○	○
to figure out what I can realistically achieve in life	○	○	○	○
to improve specific job skills or be retrained	○	○	○	○
to be able to clarify my religious values and beliefs	○	○	○	○
to know how to improve my test taking abilities	○	○	○	○
to understand my aptitudes and abilities	○	○	○	○

I need:

	NEED	NEED	YES	YES
3. to understand how to cope with the problems (physical, mental, social) that other members of my family are experiencing	O	O	O	O
4. to learn how to accept and cope with the death of a parent(s) or other significant person	O	O	O	O
5. to be able to "let go" and be more spontaneous with my friends	O	O	O	O
6. to know how to reassess my goals in life	O	O	O	O
7. to know what factors (people, values, feelings) influence my career planning	O	O	O	O
18. to understand how my style of living will be influenced by various types of jobs that I will hold	O	O	O	O
19. to understand how my spouse's career goals will affect me and our relationship	O	O	O	O
20. to be able to understand some of my feelings about death and dying	O	O	O	O
21. to learn how to be more effective in speaking in group situations	O	O	O	O
22. to be able to talk with others about topics of interest	O	O	O	O
23. to know how to improve my listening skills in a group setting	O	O	O	O
24. to learn how to handle my money better, e.g., bank accounts, consumer tips, credit card use	O	O	O	O
25. to learn how to establish a good working relationship with my employer	O	O	O	O
26. to know how to develop or maintain my physical health and skills, e.g., coordination, strength, and fitness	O	O	O	O
27. to feel more capable and competent	O	O	O	O
28. to learn how to cope with my divorce or separation	O	O	O	O
29. to understand and cope with a physical problem I am experiencing	O	O	O	O
30. to know how to express my thoughts more clearly in writing	O	O	O	O
31. to know how to use the financial and legal services available to me	O	O	O	O
32. to understand more about the use/abuse of drugs, including alcohol	O	O	O	O
33. to learn how to resolve value conflicts with my family & friends	O	O	O	O
34. to be able to know how to appropriately relate to my parents as I mature and go through various stages of my adult life	O	O	O	O
35. to learn how to explore all the new career opportunities now available to both men and women	O	O	O	O
36. to know how to change things about myself that I do not like	O	O	O	O

need:

	HIGH NEED	LOW NEED	URGENT YES	ASSISTANCE YES
to know what it's like to be employed in a particular area, e.g., actual on-the-job experiences, how to do well and measure up to expectations	O	O	O	O
to know how to develop specific plans which will help me reach my educational and occupational goals	O	O	O	O
to learn how to be a better houseperson--providing better food and living conditions	O	O	O	O
to improve my knowledge of common machines such as cars, appliances, stereo	O	O	O	O
to understand how my behavior affects my relationships with others	O	O	O	O
to learn how to be less confused and frustrated when things go wrong	O	O	O	O
to know more about environmental issues such as the conservation and use of natural resources	O	O	O	O
to know how to invest my money wisely, e.g., insurance, stocks and bonds, real estate	O	O	O	O
to learn how to improve my decision making skills - generate alternatives, weigh consequences, make commitments	O	O	O	O
to know how my abilities/strengths can be used in various types of jobs	O	O	O	O
to learn how to make a better first impression when meeting others	O	O	O	O
to understand how my short term career plans relate to my eventual career goals	O	O	O	O
to understand the relationships between my career plans and possible training that will be needed	O	O	O	O
to understand and/or accept the changing work roles and expectations of men and women	O	O	O	O
to know how to utilize and apply for financial assistance to further my educational plans	O	O	O	O
to know how to be a more effective parent, e.g., discipline, sharing responsibilities, personal development	O	O	O	O
to learn how to begin family planning, e.g., unwanted pregnancies, birth control	O	O	O	O
to know how to cope with being in a learning environment again	O	O	O	O
to develop recreational and sporting skills that will enable me to participate in activities and events	O	O	O	O
to learn how to deal with problems which block my career progress, e.g., promotion, salary, new responsibilities	O	O	O	O
to learn how to obtain health care for myself and my family	O	O	O	O

I need:	HIGH NEED	LOW NEED	URGENT YES	ASSISTA YES
58. to understand how my career goals will affect the way I live.....	O	O	O	O
59. to understand more about legal responsibilities, e.g., income tax, auto insurance, reporting crimes.....	O	O	O	O
60. to learn how to be more satisfied with myself, my accomplishments, and my daily life.....	O	O	O	O
61. to increase my ability to participate in current events, e.g., politics, human rights issues, community involvement.....	O	O	O	O
62. to understand how leisure time opportunities are affected by employment in various occupations.....	O	O	O	O
63. to learn how to improve or be more accepting of my appearance....	O	O	O	O
64. to be able to feel more comfortable in groups of people.....	O	O	O	O
65. to learn how to accept and cope with my (or my wife's) pregnancy and the birth of my child.....	O	O	O	O
66. to understand the interest costs of credit purchases and installment buying.....	O	O	O	O
67. to know how to establish more close and lasting friendships.....	O	O	O	O
68. to know how to deal with the responsibilities of being a single parent.....	O	O	O	O
69. to know how to make use of social agencies, e.g., Family Service, Employment Security Commission, mental health centers.....	O	O	O	O
70. to learn how to use community resources in my career planning and exploration.....	O	O	O	O
71. to know how to evaluate a job in terms of its potential earnings.....	O	O	O	O
72. to complete more of the tasks and projects which I start.....	O	O	O	O
73. to know how to adapt to changes in my financial status.....	O	O	O	O
74. to know how to use my time more effectively in my daily life.....	O	O	O	O
75. to improve my reading skills.....	O	O	O	O
76. to know how to improve my sexual relationship with my partner....	O	O	O	O
77. to know how to express myself to others more openly and freely.....	O	O	O	O
78. to know how to improve my math and computational skills.....	O	O	O	O
79. to know how to explore leisure time activities that best fit my interests and skills.....	O	O	O	O
80. to know how to integrate the many different roles I will assume throughout my life, e.g., marriage, worker, parent.....	O	O	O	O

Name _____ Location _____ Date _____

vised 6/77

LIFE CAREER DEVELOPMENT NEEDS SURVEY: MIDDLE ADULT

Earl J. Moore and Timothy B. Duthler

This survey examines various areas of adult needs or requirements. It is designed to determine the level of need in each area and to identify areas in which assistance is desired.

Print your Social Security Number in the blocks. Fill in the appropriate circles completely.

⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

INSTRUCTIONS

e black lead pencil only (#2 or softer). DO NOT use ink or ballpoint pens. Make heavy black marks that FILL CIRCLE completely. Make no marks except within the circles. mplete Steps 1, 2, and 3 for each item.

Step 1. Read each item carefully. Does this item represent an area of HIGH NEED or LOW NEED for you? Fill in the circle indicating your answer of HIGH NEED or LOW NEED for each item.

ep 2. If you answered HIGH NEED for an item, does this area require immediate attention? Fill in the circle indicating YES in the URGENT column to identify a most pressing need.

ep 3. Is assistance desired in meeting this need? Whether you answered HIGH NEED, LOW NEED, or URGENT for an item, you might desire assistance through services such as individual counseling, special courses, or relevant information. Fill in the circle indicating YES in the ASSISTANCE column if you would like help in this area.

Please mark your Sex and Age

Sex: ○ Male ○ Female

Age: ○ Under 40
○ 40 - 50
○ Over 50

need:	HIGH NEED	LOW NEED	URGENT YES	ASSISTANCE YES
. to develop/maintain recreational and sporting skills that will enable me to be an active participant	○	○	○	○
2. to know how to improve my math and computational skills	○	○	○	○
3. to know how to find more time for myself	○	○	○	○
. to know how to express myself more clearly in writing	○	○	○	○
5. to know how to develop learning and study skills	○	○	○	○
. to know how to communicate better with my children	○	○	○	○
. to complete more of the tasks and projects I start	○	○	○	○
. to know more about renting or buying a home	○	○	○	○
. to feel more capable and competent	○	○	○	○
. to understand my aptitudes and abilities	○	○	○	○
. to learn how to prepare a career resumé for myself	○	○	○	○
. to learn how to resolve value conflicts with my family & friends	○	○	○	○

need:

	HIGH NEED	LOW NEED	URGENT YES	ASSISTA YES
3. to learn how to adjust to the fact that I am getting older and some of its implications, e.g., physical changes, life responsibilities, personal values.....	O	O	O	O
4. to know the steps I must follow to get a job or to change jobs.....	O	O	O	O
5. to know how to improve my sexual relationship with my partner.....	O	O	O	O
6. to learn how to improve or to be more accepting of my appearance...	O	O	O	O
7. to understand and/or accept the changing work roles and expectations of men and women.....	O	O	O	O
8. to understand more about the use/abuse of drugs, including alcohol.	O	O	O	O
9. to learn how to be more satisfied with myself, my accomplishments, and my daily life.....	O	O	O	O
0. to learn how to change things about myself that I do not like.....	O	O	O	O
1. to learn how to be more involved in my neighborhood or community activities, e.g., services, politics, recreation, area improvements..	O	O	O	O
2. to learn how to explore all the new career opportunities now available to both men and women.....	O	O	O	O
3. to understand how my spouse's career goals will affect me and our relationship.....	O	O	O	O
4. to know how to use my time more effectively in my daily life.....	O	O	O	O
5. to understand how to cope with the problems (physical, mental, social) that other members of my family are experiencing.....	O	O	O	O
6. to know what it's like to be employed in a particular area, e.g., how to do well and measure up to the expectations of the job.....	O	O	O	O
7. to know how to make a better first impression when meeting others..	O	O	O	O
8. to know how to integrate the many different roles that I have in my life, e.g., spouse, worker, parent.....	O	O	O	O
9. to learn how to improve my decision-making skills, e.g., generate alternatives, weigh consequences, make commitments.....	O	O	O	O
0. to know how to improve my listening skills in a group.....	O	O	O	O
1. to be willing to enter new situations and try new things.....	O	O	O	O
2. to learn how to be less confused and frustrated when things go wrong.....	O	O	O	O
3. to know how to better cope or deal with responsibilities of being a single parent.....	O	O	O	O
4. to learn how to accept a change in responsibilities at work.....	O	O	O	O
5. to understand my interests and personality characteristics.....	O	O	O	O
6. to learn how to invest my money wisely, e.g., insurance, stocks and bonds, real estate.....	O	O	O	O

need:

	HIGH NEED	LOW NEED	URGENT YES	ASSISTAN YES
. to know how to relate to my family (parents, children, siblings) as I mature and reach different stages of my adult life	O	O	O	O
. to improve specific job skills or be retrained	O	O	O	O
9. to be able to feel more comfortable in some social situations I encounter	O	O	O	O
0. to know how to explore new choices or options when my career plans change	O	O	O	O
1. to improve my reading skills	O	O	O	O
2. to learn how to deal with problems which block my career progress, e.g., promotion, salary, new responsibilities	O	O	O	O
3. to understand and cope with the physical problems I am experiencing	O	O	O	O
4. to know how to develop a flexible career plan in relation to changes that might occur in my life situation	O	O	O	O
5. to understand more about legal responsibilities I face as an adult, e.g., income tax, auto insurance, reporting crimes	O	O	O	O
6. to learn how to cope with being in a learning environment again	O	O	O	O
7. to know how to get information about possible educational programs and training that might be of interest to me	O	O	O	O
8. to know how to adapt my life style to deal with environmental concerns, e.g., energy, resources	O	O	O	O
9. to understand how my behavior affects my relationships with others	O	O	O	O
0. to improve my ability to evaluate jobs in terms of their potential earnings	O	O	O	O
1. to learn how to establish a good working relationship with my employer	O	O	O	O
2. to know how to help other people understand my point of view	O	O	O	O
3. to feel lonely less often	O	O	O	O
. to know how to adapt to changes in my financial status	O	O	O	O
. to learn how to accept and cope with the death of my spouse (or other significant person)	O	O	O	O
. to learn how to set realistic goals that I can achieve in my lifetime	O	O	O	O
. to understand if my present work role is providing the most satisfaction I can expect from a job	O	O	O	O
. to know how to make use of social agencies, e.g., Family Service, Employment Security Commission, mental health centers	O	O	O	O

need:

	HIGH NEED	LOW NEED	URGENT YES	ASSISTAN YES
59. to know how to be a more effective parent, e.g., sharing responsibilities, developing skills, providing enrichment experiences	O	O	O	O
60. to know how to speak up for myself--to be more assertive	O	O	O	O
61. to learn how to obtain information about various travel opportunities	O	O	O	O
62. to understand some of my feelings about death and dying as it relates to my personal life	O	O	O	O
63. to know how to use the financial and legal services available to me	O	O	O	O
64. to understand the relationships between my career plans and possible training I might want to take	O	O	O	O
65. to learn how to be more effective at speaking in group situations	O	O	O	O
66. to learn how to obtain health care for myself and my family	O	O	O	O
67. to know how to develop specific plans which will help me reach my educational and occupational goals	O	O	O	O
68. to learn how to accept my son or daughter leaving home	O	O	O	O
69. to improve my knowledge of common machines such as cars, appliances, stereos	O	O	O	O
70. to improve my ability to take an active and responsible role in making decisions that influence my life	O	O	O	O
71. to find suitable ways to exercise and maintain physical fitness	O	O	O	O
72. to know what factors influence my career planning, e.g., people, values, feelings	O	O	O	O
73. to understand how my abilities/strengths can be used in various types of jobs	O	O	O	O
74. to be able to clarify my religious values and beliefs	O	O	O	O
75. to know how to develop a better relationship with my spouse	O	O	O	O
76. to learn how to be a better house-person by providing better food and living conditions	O	O	O	O
77. to understand more about the interest costs of credit purchases and installment buying	O	O	O	O
78. to learn how to handle my money better, e.g., bank accounts, consumer trips, credit card use	O	O	O	O
79. to learn how to cope with my divorce or separation	O	O	O	O
80. to know how to plan for a retirement that will include satisfying and constructive activities	O	O	O	O

e _____ Location _____ Date _____

vised 6/77

LIFE CAREER DEVELOPMENT NEEDS SURVEY: OLDER ADULT

Earl J. Moore and Jeanne Lee

is survey examines various areas of adult needs or require-nts. It is designed to determine the level of need in each ea and to identify areas in which assistance is desired.

INSTRUCTIONS

e black lead pencil only (#2 or softer). DO NOT use ink r ballpoint pens. Make heavy black marks that FILL CIRCLE ompletely. Make no marks except within the circles. omplete Steps 1, 2, and 3 for each item.

tep 1. Read each item carefully. Does this item represent an area of HIGH NEED or LOW NEED for you? Fill in the circle indicating your answer of HIGH NEED or LOW NEED for each item.

tep 2. If you answered HIGH NEED for an item, does this area require immediate attention? Fill in the circle indicating YES in the URGENT column to identify a most pressing need.

tep 3. Is assistance desired in meeting this need? Whether you answered HIGH NEED, LOW NEED, or URGENT for an item, you might desire assistance through services such as individual counseling, special courses, or relevant information. Fill in the circle indicating YES in the ASSISTANCE column if you would like help in this area.

Print your Social Security Number in the blocks. Fill in the appropriate circles completely.

0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

Please mark your Sex and Age

Sex: ○ Male ○ Female

Age: ○ 55 - 65
○ 65 - 75
○ Over 75

need:	HIGH NEED	LOW NEED	URGENT YES	ASSISTANCE YES
1. to learn more about social, recreational and educational programs that are available in the local community, e.g., YWCA-YMCA, churches, clubs	○	○	○	○
2. to learn ways to maintain personal attractiveness	○	○	○	○
3. to know how to make friends with others	○	○	○	○
4. to know how to live on less money	○	○	○	○
5. to know how to protect myself from crime	○	○	○	○
6. to know how to speak up for myself--be more assertive	○	○	○	○
7. to be able to find more time for myself	○	○	○	○
8. to know how to use my time more effectively in my daily life	○	○	○	○
9. to know how to adjust to my new retiree role	○	○	○	○
0. to find ways of becoming involved in helping people	○	○	○	○
1. to find ways to make my church work more meaningful	○	○	○	○
2. to find ways to be a better shopper	○	○	○	○
3. to complete more of the tasks and projects that I start	○	○	○	○

need:	HIGH NEED	LOW NEED	URGENT YES	ASSISTAN YES
4. to know how to explore the benefits of various retirement settings and locations in terms of personal needs/values, e.g., climate, costs, mobility	O	O	O	O
5. to know how to invest my money wisely, e.g., insurance, stocks and bonds, real estate	O	O	O	O
16. to improve my ability to express my thoughts more clearly in writing	O	O	O	O
17. to improve my ability to deal with environmental crises that might affect my daily life, e.g., heat, lights, water	O	O	O	O
18. to know how to ensure that my will and/or letters of last request are properly prepared	O	O	O	O
19. to know what factors (people, values, feelings) influence my career and/or retirement planning	O	O	O	O
20. to know how to operate new and different equipment that I encounter in my daily life	O	O	O	O
21. to feel that my ideas or the things I can do are worthwhile	O	O	O	O
22. to find ways to participate in economic action groups for older citizens (AARP, NRTA, National Council of Senior Citizens)	O	O	O	O
23. to increase my ability to participate in current events, e.g., political events, societal concerns, human rights issues	O	O	O	O
24. to find ways to participate in volunteer groups and community services activities	O	O	O	O
25. to learn about recreational activities suitable for this stage of my life	O	O	O	O
26. to know how to communicate and maintain a harmonious relationship with my family, e.g., children and grandchildren	O	O	O	O
27. to know how to improve my listening skills in a group setting	O	O	O	O
28. to find ways to use facilities or participate in the activities (social, recreational, educational) of settings developed for older adults	O	O	O	O
29. to know how to get part time jobs to supplement my income	O	O	O	O
30. to learn how to accept and cope with the death of my spouse (or other significant person)	O	O	O	O
31. to learn how to deal with problems which block my retirement planning	O	O	O	O
32. to learn how to resolve value conflicts with others, e.g., family and friends	O	O	O	O
33. to understand more about the use/abuse of drugs, including alcohol	O	O	O	O
34. to know how to feel more confortable in social situations I encounter	O	O	O	O

need:

	HIGH NEED	LOW NEED	URGENT YES	ASSISTA YES
. to understand more about the possible benefits I am entitled to as an older adult, e.g., Social Service, Social Security, Supplemental Security Income	O	O	O	O
. to learn and cultivate a new hobby	O	O	O	O
7. to know how to ensure that my future retirement income plan is adequate	O	O	O	O
8. to learn how to accept change in my responsibilities at work	O	O	O	O
. to be able to understand the interest of credit purchases and installment buying	O	O	O	O
. to know more about travel opportunities	O	O	O	O
1. to know more about the health problems I might experience as I grow older	O	O	O	O
2. to learn more about job opportunities suitable for this stage of my life	O	O	O	O
3. to know how to adjust to the new family role that I am assuming, e.g., grandparent, single person	O	O	O	O
. to understand some of my feelings about death and dying as it relates to my personal life	O	O	O	O
. to understand more about my legal responsibilities, e.g., income tax, insurance, reporting crimes	O	O	O	O
. to learn how to provide health care for myself and my family	O	O	O	O
7. to learn more about good nutrition practices	O	O	O	O
. to know how to help other people understand my point of view	O	O	O	O
. to find ways to assist or relate to my friends who are ailing and/or lonely	O	O	O	O
0. to learn how to be less confused and frustrated when things go wrong	O	O	O	O
1. to know how to obtain information about adult education classes	O	O	O	O
. to know how to get to the various places where I want to go more easily than I do now	O	O	O	O
. to know how to keep records for financial and legal purposes	O	O	O	O
. to learn how to cope with being in a learning environment again	O	O	O	O
. to be able to clarify my religious values and beliefs	O	O	O	O
. to learn more about maintaining safety in the home and handling emergencies	O	O	O	O
. to know how to use the financial and legal services available to me	O	O	O	O
. to know how to develop opportunities for teaching others handcraft skills	O	O	O	O

need:	HIGH NEED	LOW NEED	URGENT YES	ASSIST YES
3. to know how to make use of social agencies, e.g., family services, employment services, mental health services.....	O	O	O	O
0. to know how to accept the fact that I am getting older and some of its implications, e.g., physical changes, life responsibilities.....	O	O	O	O
1. to find ways to accept and cope with a different living arrangement, e.g., living alone, retirement home, apartments.....	O	O	O	O
2. to know how to find help in evaluating my skills and abilities for changing jobs or reentering the job market.....	O	O	O	O
3. to understand how to cope with problems (physical, mental, social) that other members of my family are experiencing.....	O	O	O	O
4. to learn how to adapt to changes that occur in my life.....	O	O	O	O
5. to improve my knowledge of how to do small repairs around the home.....	O	O	O	O
6. to learn ways of doing things in my daily life that used to be done or supported by others.....	O	O	O	O
7. to know how I can continue to be independent.....	O	O	O	O
8. to know how to develop flexible plans related to work or leisure so that I can adapt to changes which might occur in my life.....	O	O	O	O
9. to learn how to re-evaluate my future plans and goals in relation to my current retirement.....	O	O	O	O
0. to improve my ability to take more of an active and responsible role in making decisions that influence my life.....	O	O	O	O
1. to know how to improve my relationship with my spouse.....	O	O	O	O
2. to find new satisfactions apart from my work role or house role....	O	O	O	O
3. to find ways to enter new situations and try new things.....	O	O	O	O
4. to learn how to be more satisfied with myself, my accomplishments, and my daily life.....	O	O	O	O
. to feel lonely less often.....	O	O	O	O
. to know how to ensure that I can always find adequate means of transportation when I need it.....	O	O	O	O
. to be able to gain a better understanding of myself.....	O	O	O	O
to learn how to take care of myself after a serious illness or other health problems.....	O	O	O	O
to find suitable ways to exercise and maintain physical fitness....	O	O	O	O
to know more about possible educational programs that may be helpful in my personal development.....	O	O	O	O

Revised 6/77 Location _____ Date _____

COMPREHENSIVE COUNSELING AND PERSONNEL SERVICES PROGRAM ASSESSMENT - POSTSECONDARY

Earl J. Moore and Timothy B. Duthler

This survey asks for your personal reactions to the Comprehensive Counseling and Personnel Services program. Your opinions are important in order to assess the program's effectiveness.

Print your Social Security number in the blocks. Fill in the appropriate circles completely.

0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

INSTRUCTIONS

Use black lead pencil only (#2 or softer). DO NOT use ink or ballpoint pens. Make heavy black marks that FILL CIRCLE completely. Make no marks except within the circles.

Fill in the circles to indicate your sex and age.

Sex: ○ Male ○ Female

Age: ○ Below 20 ○ 20 - 30 ○ 30 - 40 ○ 40 - 50 ○ 50 - 60 ○ 60 - 70 ○ Over 70

PART I: PROGRAM PROVISIONS

Directions: Complete Steps 1, 2, and 3 for each item.

Step 1. Read each statement. Is this program or service available? Fill in the circle for YES (Y) or NO (N) to show your answer.

Step 2. For those statements with a YES answer, is this program or service satisfactory or unsatisfactory? Fill in the circle for SATISFACTORY (S) or UNSATISFACTORY (U) to show your answer.

Step 3. For those statements with a NO answer, to what degree is this program or service needed? Fill in the circle for HIGH NEED (H) or LOW NEED (L).

	STEP 1 Available?		STEP 2 If Yes		STEP 3 If No	
	YES	NO	SATISFACTORY	UNSATISFACTORY	HIGH NEED	LOW NEED
1. Staff available to talk with students about special topics or concerns	Y	N	S	U	H	L
2. Up-to-date information on local community manpower needs	Y	N	S	U	H	L
3. Opportunities for students to meet and interact with people whose lifestyles (career or personal) seem appealing	Y	N	S	U	H	L
4. Opportunities to know faculty personally	Y	N	S	U	H	L

ep 1. Available? YES or NO
ep 2. If Yes, SATISFACTORY or UNSATISFACTORY
ep 3. If No, HIGH NEED or LOW NEED

	STEP 1 Available?		STEP 2 If Yes		STEP 3 If No	
5. On-the-job work experiences for students that are related to their goals	Y	N	S	U	H	L
6. Orientation experiences on how to utilize the program, e.g., interpreting student services, explaining coursework requirements or institution regulations	Y	N	S	U	H	L
7. Opportunities for in-depth exploration of careers related to the student's interests and abilities, e.g., vocational evaluation, career counseling, career exploration groups	Y	N	S	U	H	L
8. Organization and support of volunteer programs, e.g., schools, hospitals	Y	N	S	U	H	L
9. Placement services that maintain placement files, schedule placement interviews, collect follow-up on former students	Y	N	S	U	H	L
10. Provisions for students to participate in the creation and enforcement of regulations concerning social and academic behaviors	Y	N	S	U	H	L
11. Students involved in deciding actual curriculum and coursework goals	Y	N	S	U	H	L
12. Relevant coursework for current events and daily living concerns	Y	N	S	U	H	L
13. Advisors available to help individuals with future career planning, e.g., coursework, academic progress, further training requirements	Y	N	S	U	H	L
14. Opportunities for students to help each other learn, e.g., peer counseling, tutoring requirements	Y	N	S	U	H	L
15. Opportunities for student rap sessions (open group discussions) about common concerns and issues	Y	N	S	U	H	L
16. Staff with diagnostic knowledge available for individual assessment of basic learning skills	Y	N	S	U	H	L
17. Advisors responsible for thorough acquaintance with each student's needs and personal development	Y	N	S	U	H	L
18. Provision of opportunities for independent study and individual instruction	Y	N	S	U	H	L
19. Availability of a career development center for students	Y	N	S	U	H	L
20. Selection and/or training of faculty to be more sensitive to students' needs and learning problems	Y	N	S	U	H	L
21. Student access to personal records, such as test scores, transcripts, etc	Y	N	S	U	H	L

	STEP 1 Available?		STEP 2 If Yes		STEP 3 If No	
Student opportunities for choosing electives and personally relevant coursework	Y	N	S	U	H	L
A concerted effort to help individual students who are deficient in particular areas, e.g., study skills, reading, writing, and speaking	Y	N	S	U	H	L
Information about the breadth of services offered by the counseling and personnel services program	Y	N	S	U	H	L
Vocational evaluation of an individual's interests, abilities, and skills	Y	N	S	U	H	L
Personnel that can conduct conferences with applicants who may seek staff assistance in the application and initial entry to our program	Y	N	S	U	H	L
Efficient registration procedures for students, e.g., processing registration, applications, facilitating class changes and withdrawals, recording of grades	Y	N	S	U	H	L
A cumulative record of grade reports, work experience, test data, awards, etc., that can enhance credential development for students	Y	N	S	U	H	L
Provision of counseling services for students in the areas of personal, social, vocational/educational concerns	Y	N	S	U	H	L
Availability of opportunities for students to participate in self-governing activities and student organizations	Y	N	S	U	H	L
Provision of periodic health appraisal and rapid clinical treatment of students' health concerns	Y	N	S	U	H	L
Provision of health education information, e.g., knowledge of current health referral resources for special medical needs	Y	N	S	U	H	L
Provision of information and/or sources of financial assistance for students	Y	N	S	U	H	L
Dissemination to students of general survey information concerning the needs of students	Y	N	S	U	H	L
Provision of employment-seeking skills, e.g., how to prepare career resumés, how to fill out job applications, improving interviewing skills	Y	N	S	U	H	L
Provision of assistance in finding part-time or summer job placement (or employment)	Y	N	S	U	H	L
Availability of instructors and staff who have had experience in work settings for instruction and advising	Y	N	S	U	H	L

tep 1. Available? YES or NO

tep 2. If Yes, SATISFACTORY or UNSATISFACTORY

tep 3. If No, HIGH NEED or LOW NEED

	STEP 1 Available?		STEP 2 If Yes		STEP 3 If No	
7. Instructors and staff with experience in work settings available for instruction and advising.....	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ
8. Programs in outreach areas, e.g., business and industrial settings, community locations.....	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ
9. A handbook or bulletin describing offerings, requirements, certificates, and pertinent information.....	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ

ART II: PERSONAL DEVELOPMENT SHORT COURSES

Fill in the circle for each topic of special interest which you feel might be valuable to offer as part of a group of short courses.

- ○ parent education
- ○ speed reading
- ○ improving study habits
- ○ weight control
- ○ career exploration
- ○ assertiveness training
- ○ employability skills, e.g., writing resumés, job seeking, job interviewing
- ○ community awareness discussion groups
- ○ drug/alcohol abuse
- ○ financial services
- ○ consumer aids and budgeting
- ○ couples enrichment
- ○ recreational and leisure time activities
- ○ values clarification
- ○ improving speaking skills
- ○ improving writing skills
- ○ psychological education, e.g., transactional analysis, transcendental meditation, biofeedback
- ○ human relations skills
- ○ retirement planning
- ○ legal services

Revised 6/77 Location _____ Date _____

COMPREHENSIVE COUNSELING AND PERSONNEL SERVICES PROGRAM ASSESSMENT - ADULT

Earl J. Moore, Timothy B. Duthler, and Jeanne Lee

This survey asks for your personal reactions to the Adult/Continuing Education program and services. Your opinions are important in order to assess the program's effectiveness.

Print your Social Security number in the blocks. Fill in the appropriate circles completely.

⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

INSTRUCTIONS

Use black lead pencil only (#2 or softer). DO NOT use ink or ballpoint pens. Make heavy black marks that FILL CIRCLE completely. Make no marks except within the circles.

Fill in the circles to indicate your sex and age.

Sex: ○ Male ○ Female

Age: ○ Below 20 ○ 20 - 30 ○ 30 - 40 ○ 40 - 50 ○ 50 - 60 ○ 60 - 70 ○ Over 70

PART I: PROGRAM PROVISIONS

Directions: Complete Steps 1, 2, and 3 for each item.

Step 1. Read each statement. Is this program or service available? Fill in the circle for YES (Y) or NO (N) to show your answer.

Step 2. For those statements with a YES answer, is this program or service satisfactory or unsatisfactory? Fill in the circle for SATISFACTORY (S) or UNSATISFACTORY (U) to show your answer.

Step 3. For those statements with a NO answer, to what degree is this program or service needed? Fill in the circle for HIGH NEED (H) or LOW NEED (L).

	STEP 1 Available?		STEP 2 If Yes		STEP 3 If No	
	YES	NO	SATISFACTORY	UNSATISFACTORY	HIGH NEED	LOW NEED
1. Occupational training programs	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ
2. College credit course offerings	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ
3. Courses that will improve job qualifications and level of performance	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ
4. Up-to-date information on local community manpower need	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ

Step 1. Available? YES or NO

Step 2. If Yes, SATISFACTORY or UNSATISFACTORY

Step 3. If No, HIGH NEED or LOW NEED

	STEP 1 Available?		STEP 2 If Yes		STEP 3 If No	
5. Media such as audio cassettes, films, and handouts at public locations that give information on new careers and kinds of work available in various areas	(Y)	(N)	(S)	(U)	(H)	(L)
6. Support and organization of volunteer programs, e.g., schools, hospitals	(Y)	(N)	(S)	(U)	(H)	(L)
7. News coverage on how to use adult career information and counseling	(Y)	(N)	(S)	(U)	(H)	(L)
8. Counseling by telephone so adults can talk with a counselor and get information about special concerns	(Y)	(N)	(S)	(U)	(H)	(L)
9. Opportunities to know instructors personally	(Y)	(N)	(S)	(U)	(H)	(L)
10. On-the-job work observations and experiences that are related to an individual's career goals	(Y)	(N)	(S)	(U)	(H)	(L)
11. Orientation experiences on how to utilize the adult programs, e.g., interpreting program services and offerings, explaining coursework requirements	(Y)	(N)	(S)	(U)	(H)	(L)
12. Vocational evaluation of an individual's interests, abilities, and skills	(Y)	(N)	(S)	(U)	(H)	(L)
13. Opportunities to meet and interact with people whose career life styles seem appealing	(Y)	(N)	(S)	(U)	(H)	(L)
14. Placement services that maintain placement files and schedule placement interviews	(Y)	(N)	(S)	(U)	(H)	(L)
15. Relevant coursework for dealing with current events and daily living concerns	(Y)	(N)	(S)	(U)	(H)	(L)
16. Participants involved in determining coursework goals and priorities	(Y)	(N)	(S)	(U)	(H)	(L)
17. Advisors or counselors available to help individuals with future career planning, e.g., coursework, academic progress, further training requirements	(Y)	(N)	(S)	(U)	(H)	(L)
18. Opportunities for adult rap sessions (open group discussions) about common concerns and issues	(Y)	(N)	(S)	(U)	(H)	(L)
19. Opportunities for adult learners to help each other learn, e.g., sharing "know how" and engaging in tutoring	(Y)	(N)	(S)	(U)	(H)	(L)
20. Staff with diagnostic knowledge available for individual assessment of basic learning skills	(Y)	(N)	(S)	(U)	(H)	(L)
21. Advisors with responsibility to become thoroughly acquainted with each person's unique needs and personal development	(Y)	(N)	(S)	(U)	(H)	(L)

Step 1. Available? YES or NO

Step 2. If Yes, SATISFACTORY or UNSATISFACTORY

Step 3. If No, HIGH NEED or LOW NEED

	STEP 1 Available?	STEP 2 If Yes	STEP 3 If No
38. Availability of a handbook or bulletin describing offerings, requirements, certificates, and pertinent information	(Y) (N)	(S) (U)	(H) (L)
39. Provision of programs/activities that relate to the concerns of women, e.g., career opportunities for women, coping with changing lifestyles of women	(Y) (N)	(S) (U)	(H) (L)
40. Provisions for students with special needs, e.g., minority groups and the handicapped	(Y) (N)	(S) (U)	(H) (L)

PART II: PERSONAL DEVELOPMENT SHORT COURSES

Fill in the circle for each topic of special interest which you feel might be valuable to offer as part of a group of short courses.

- ○ parent education
- ○ speed reading
- ○ improving study habits
- ○ weight control
- ○ career exploration
- ○ assertiveness training
- ○ employability skills, e.g., writing resumés, job seeking, job interviewing
- ○ community awareness discussion groups
- ○ drug/alcohol abuse
- ○ financial services
- ○ consumer aids and budgeting
- ○ couples enrichment
- ○ recreational and leisure time activities
- ○ values clarification
- ○ improving speaking skills
- ○ improving writing skills
- ○ psychological education, e.g., transactional analysis, transcendental meditation, biofeedback
- ○ human relations skills
- ○ retirement planning
- ○ legal services

	STEP 1 Available?		STEP 2 If Yes		STEP 3 If No	
. Career development centers available for adults wanting information about careers	(Y)	(N)	(S)	(U)	(H)	(L)
. Staff available to discuss the career information with adults or to help them locate other information sources	(Y)	(N)	(S)	(U)	(H)	(L)
. Faculty selected and/or trained to be sensitive to the needs and learning problems of adult learners	(Y)	(N)	(S)	(U)	(H)	(L)
. Concerted effort to help individuals who are deficient in specific learning areas, e.g., study skills, reading, writing, and speaking	(Y)	(N)	(S)	(U)	(H)	(L)
. Provision of information about financial assistance for further education	(Y)	(N)	(S)	(U)	(H)	(L)
. Explanation of registration procedures	(Y)	(N)	(S)	(U)	(H)	(L)
. Provision of counseling services for adults with personal or interpersonal concerns	(Y)	(N)	(S)	(U)	(H)	(L)
. Maintenance of a cumulative record of credits, reports, work experience, test data, awards, etc. for use in credential development	(Y)	(N)	(S)	(U)	(H)	(L)
. Provision of health information, e.g., knowledge about current health and safety practices, first aid measures, appropriate referral resources for special medical needs	(Y)	(N)	(S)	(U)	(H)	(L)
. Availability of staff to advise and conduct conferences with individuals needing assistance in writing applications for financial aid and/or entry into programs of study	(Y)	(N)	(S)	(U)	(H)	(L)
. Dissemination of general survey information concerning the needs of adults	(Y)	(N)	(S)	(U)	(H)	(L)
. Provision of employment-seeking skills, e.g., how to prepare career resumés, how to fill out job applications, improved job interviewing skills	(Y)	(N)	(S)	(U)	(H)	(L)
. Assistance in finding part-time or summer job placement or employment	(Y)	(N)	(S)	(U)	(H)	(L)
. Provision of programs and/or activities relating to the concerns of women, e.g., career opportunities for women, coping with changing lifestyles of women	(Y)	(N)	(S)	(U)	(H)	(L)
. Provisions for persons with special needs such as the handicapped and minority groups	(Y)	(N)	(S)	(U)	(H)	(L)

APPENDIX B:

Program Functions

COMPREHENSIVE CAREER GUIDANCE: POSTSECONDARY

Inventory of Program Functions and Factors

I. PROGRAM FUNCTIONS:

1. Attendance Information. Conferring with high school groups; preparing and distributing descriptive material; handling of inquiries concerning attendance; offering advisory talks to parents...

2. Educational Testing. Selecting and developing appropriate testing instruments; administering tests to incoming students; developing normative and predictive data...

3. Applicant Appraisal. Evaluating transcripts of previous academic work; synthesizing available personnel data; serving on admissions committee...

4. Applicant Consulting. Interpreting test results to applicants; explaining curricular requirements; assisting students in selecting courses; introducing career planning...

5. Student Induction. Training returning students to help new students; introducing students to college activities; interpreting student services and regulations...

6. Registration. Designing procedures and necessary forms; processing class changes and withdrawals; projecting class enrollments...

7. Personnel Records. Developing a meaningful and integrated records system; establishing and implementing policies regarding record accessibility; conducting and interpreting research on student characteristics...

8. Group Orientation. Conducting orientation classes; introducing students to all aspects of institutional life; presenting information about available resources and services...

9. Student Advisement. Scheduling advisees into classes; reviewing requirements and courses of study; advising students on special services available...

10. Student Counseling. Conducting counseling interviews; acting as catalyst in student evaluation of values; administering and interpreting diagnostic tests; making appropriate referrals...

11. Career Information. Studying manpower needs withing the community and region; identifying sources of occupational information; arranging for regional career information retrieval systems; developing effective methods for disseminating career information...

12. Basic Skills Diagnosis/Development. Diagnosing basic skills deficiencies; identifying self help resource materials; monitoring individual programmed instruction...

13. Academic Regulation. Interpreting requirements to students; advising faculty and administration on academic policies; evaluating graduation eligibility; presenting pertinent information in questions of probation and disqualification...

14. Public/Community Resources. Arranging for advisory committees; procuring work locations for exploratory experiences/on the job training; maintaining an inventory of community resources through follow up contacts...

15. Student Self-Government. Advising student government; increasing the involvement of students in the decision-making process; conducting leadership programs or classes; supervising elections and student conferences...

16. Co-Curricular Activities. Assisting students in the planning of a varied activities program; encouraging student involvement in significant projects; supervising student activities; helping in budget preparation; evaluating the utilization of various activities...

17. Community/Citizenship Activities. Arranging participation with civic leaders; explaining and publicizing opportunities to students; conducting follow up evaluations of student experiences...

18. Recreation/Leisure Activities. Developing a program of activities for the student activities center; purchasing equipment and arranging facilities; budgeting and reporting to administration...

19. Health Appraisal/Education. Acquainting students and staff with health and safety practices; designing health appraisal and record forms; reviewing health appraisals to identity special problems...

20. Health Clinic Services. Treating students experiencing minor physical ailments; maintaining clinic records; referring students to private and public health care facilities...

21. Financial Aids. Analyzing financial needs of students; seeking funds for grants-in-aid; administering student loans; arranging for part-time employment; planning research on effectiveness of financial aid program...

22. Housing. Surveying the community for suitable housing; approving food service and living arrangements; training residence hall counselors...

23. Cooperative Placement. Identifying part-time work experience settings; working with occupational instructors in achieving placement; assisting employers in evaluating students...

24. Placement. Arranging placement interviews for graduates and dropouts maintaining liaison with employment sources; conducting follow-up studies...

25. Non-Student Counseling. Conducting counseling interviews with adults and out-of-school youth; making referrals and following through on progress; organizing and maintaining occupational information non-college bound clients...

26. Program Articulation. Arranging for staff liaison with high school counselors and with appropriate officials at institutions of transfer; appointing student personnel staff members to faculty committees; arranging for close communication with various departments...

27. Program Evaluation. Developing experimental projects; conducting local institutional research; cooperating in regional, statewide and national research projects; arranging for follow-up studies of former students.

28. Staff Development/In-Service Education. Providing for staff supervision; encouraging staff participation in professional associations; arranging for consultants to the staff; organizing a systematic program of in-service training for both the professional and the clerical staff...

29. Administrative Organization. Providing administrative leadership to all facets of the student personnel program; preparing organizational patterns and job descriptions; preparing budgetary requests; identifying and interpreting staffing needs...

30. Vocational/Career Evaluation. Evaluating through simulated work experiences; assessing vocational aptitudes; arranging for career exploration and evaluation via actual work placement.

31. Learning Style Analysis. Diagnosing students' cognitive/learning style with assessment procedures; interpreting learning style data to individual students; consulting with faculty on teachin-learning style interaction...

32. Study Skills/Tutorial. Providing resource material in study skills (self-help material); developing and implementing courses in study skills; supervising, monitoring and evaluating tutorial relationships...

33. Curriculum Development. Assisting students and faculty in collecting course evaluation data; serving on curriculum committees to update curriculum offer ings; constructing course outlines for credit courses in the area of student development...

34. Teaching. Instructing credit courses in psychology or human development; teaching a course like "An Introduction to Education" each enrollment period; teaching a one hour course like "Career Development"...

35. Information Center Management. Posting student affairs activities; responding to questions and making referrals; soliciting support personnel and monitoring the operation...

36. Special Population Services. Sponsoring Women's Consciousness Groups, Black Culture, Hispanic Courses; arranging for campus/ setting to be modified to aid handicapped mobility; conducting needs assessment of special population groups...

37. Paraprofessional/Peer Counseling. Selecting persons to become peer counselors; implementing a training program for paraprofessionals and peer counselors; observing and monitoring client relationships and services...

38. Student Development. Arranging for an assertiveness training program; providing for career development activities including job exploration; scheduling mini courses for personal development...

39. Change Agent. Conducting in-service education for staff; proposing new procedures and policies for the institution/setting; organizing community/student task groups to focus on student concerns...

40. Faculty/Staff Consultation. Exploring possible referral sources for an individual student; discussing elements involved in low student-faculty rating; assisting staff with personal needs and problems...

COMPREHENSIVE CAREER GUIDANCE: ADULT

Inventory of Program Functions and Factors

I. PROGRAM FUNCTIONS:

1. Attendance Information. Preparing and distributing descriptive material; handling inquiries concerning attendance; speaking to various community clubs and groups about continuing education programs...

2. Participant Consultation. Explaining curriculum offerings; assisting individuals in selecting courses; discussing anticipated problems in attending classes...

3. Orientation. Training and monitoring staff who assist in interpreting services; developing and distributing descriptive information; arranging for facilities and resources...

4. Registration. Designing procedures and data processing; processing changes and withdrawals; projecting class enrollments...

5. Credentialing. Developing a system for cumulating and recording an individual's credit and activities; maintaining policy for confidential handling of records; preparing and collecting recommendations for institutions and programs...

6. Advisement. Scheduling program participants; explaining effective study skills to individuals; formulating agreements and exploring program requirements...

7. Counseling. Conducting interviews for educational and vocational planning; interpreting diagnostic test results; identifying appropriate sources of assistance for intensive personal problems...

8. Career Information. Identifying sources of occupational information; studying manpower needs within the community; arranging for regional career information retrieval systems...

9. Basic Skills Diagnosis/Development. Diagnosing basic skills deficiencies; identify self help resource materials; monitoring individual programmed instruction...

10. Life Skills Development. Gathering and distributing information on areas such as consumerism, voting, energy conservation; monitoring individual programmed instruction; arranging for consultants and instruction in life skill areas...

11. Recreation/Leisure Activities. Developing social and recreational information; organizing interest groups and instruction; procuring facilities, volunteers, and other resources...

12. Health Education. Distributing health and safety information; teaching first-aid procedures; acquainting staff with health and safety practices...

13. Financial Advisement. Identifying sources of financial assistance; arranging for loans; conducting follow-up studies of financial aid...

14. Job Placement. Locating employment opportunities for adults; maintaining placement files; arranging for placement interviews...

15. Program Articulation. Serving on committees/boards for higher education and vocational-technical education; attending meetings involving members from agencies and service organizations; collecting information from institutions and agencies...

16. Adult Learner Needs Assessment. Developing needs assessment instruments; disseminating needs assessment data through reports and publications; interpreting needs assessment data to individuals or special groups...

17. Staff Development/In-Service Education. Arranging for consultants to the staff; providing for staff supervision; organizing a systematic program of in-service training for professional and clerical staff...

18. Administrative Organization. Providing administrative leadership to all facets of the counseling and personnel services program; preparing budgets and program plans; identifying and interpreting staffing needs...

19. Vocational/Career Evalution. Evaluating through simulated work experiences; assessing vocational aptitudes; arranging for career exploration and evalution via actual work placement...

20. Learning Style Analysis. Diagnosing an individual's cognitive/learning style with assessment procedures; interpreting learning style data to individuals; consulting with instructors on teaching learning style interaction...

21. Curriculum Development. Providing need assessment and survey information; serving on curriculum committees to update curriculum offerings; attending conferences dealing with curriculum areas...

22. Advocacy. Making arrangements for individuals to have access to resources; evoking and encouraging individuals and groups to assert themselves; making contacts with social services agencies...

23. Community Resources Coordination. Arranging for advisory committees; procuring equipment, facilities and instructional staff; reporting to business and industry about continuing education activities...

24. Teaching. Instructing credit courses from traditional educational institutions; teaching non-credit courses for personal development; teaching special groups in industry...

25. Special Population Services. Arranging for setting to be modified to aid handicapped mobility; conducting needs assessment of special population groups; sponsoring activities and instruction for special groups...

26. Staff Consultation. Assisting staff with personal needs and problems; advising staff on human relations procedures; exploring referral sources for individuals...

27. Participant Personal Development. Arranging for an assertiveness training program; scheduling short courses for personal development; maintaining local and regional information regarding personal growth programs...

28. Study Skills/Tutorial. Providing resource material in study skills (self help material); developing and implementing courses in study skills; arranging for tutorial assistance...

29. Program Evaluation. Conducting local program research; cooperating in state, regional and national projects; arranging for follow-up studies of former students...

30. Information Center Management. Posting information on activities and programs; responding to questions and making referrals; soliciting support personnel and monitoring the operation...

31. Cooperative Education. Identifying part-time work experience settings; working with occupational instructors in achieving placement; assiting employers in evaluating students...

32. Child Care Administration. Arranging for volunteers and staff; distributing child care information to public; monitoring and evaluating the effectiveness of the service...

33. Paraprofessional/Peer Counseling. Selecting persons to become peer counselors; implementing a training program for paraprofessionals and peer counselors; observing and monitoring client relationships and services...

34. Community/Citizenship Activities. Arranging participation with civic leaders; explaining and publicizing opportunities for participants; conducting follow-up evaluations of participant experiences...

35. Public/Advisory Committee Relations. Speaking at service clubs and civic group meetings; soliciting members for advisory committees; disseminating reports through newspapers and business/industry communications...

36. Educational Placement. Interpreting admissions and credit requirements; contacting educational institutions regarding applicant processing; collecting educational program information from various institutions...

37. Referral Agency Coordination. Contacting community agencies for potential individual referrals; disseminating agency information; meeting with agency personnel to discuss programs and case management...

38. Special Programs Administration. Disseminating information regarding special programs; processing applications, payments, evaluations and other procedures; writing proposals and contacting funding sources...

39. Change Agent. Conducting in-service education for staff; proposing new procedures and policies for the institution/setting; organizing community study/task groups to focus on new areas of concern...

40. Health Clinic Services. Treating individuals experiencing minor physical ailments; maintaining clinic records; referring individuals to private and public health care facilities...